DOCUMENT RESUME

ED 247 564 CS 208 375

TITLE	Language Arts Curriculum, Grades 7-8. Revised.
INSTITUTION	San Marcos Unified School District, CA.
PUB DATE	83
NOTE	441p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; *English Curriculum; Junior High Schools; *Language Arts; Language Skills; Listening Skills; Literature Appreciation; Minimum Competencies; *Minimum Competency Testing; Reading Readiness; *Sequential Approach; Study Skills; Word Study Skills; Writing Instruction

ABSTRACT

Divided according to grade level, the objectives in this junior high school language arts curriculum guide cover such categories and strands as reading readiness, word analysis, obtaining information, studying, listening, written expression, speaking, literature, and linguistic components. Each objective in the guide is coded for the narrower subskills within each strand, the manner in which the skill is to be tested, and the minimum skills the student must master in order to succeed at the next grade level. The guide also includes those skills that can be taught at a given grade level and measured objectively or by teacher observation. A matrix listing the performance objectives for each strand precedes a description of objectives by grade level. (HOD)

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SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS CURRICULUM

GRADES 7 - 8

CS 208 375

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LANGUAGE ARTS CURRICULUM

Developed 1981-82

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Developed Summer 1982

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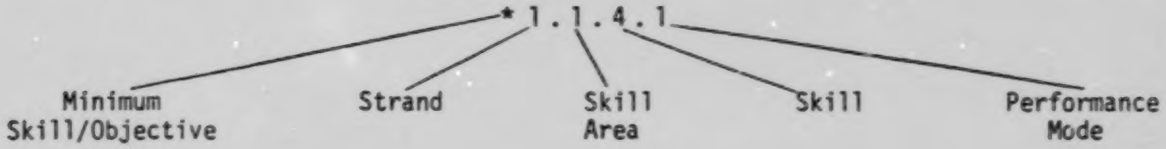
SAMPLE CODING OF OBJECTIVES



TERMINOLOGY -- LANGUAGE ARTS CURRICULUM

STRAND refers to the broad categories of the subject area such as literature, word analysis, or written expression.

SKILL AREA refers to the narrower categories within the strand (such as punctuation as a skill area within written expression).

SKILL refers to the distinct skill categories that are to be taught and tested.

PERFORMANCE MODE refers to the manner in which the skill is to be tested.

MINIMUMS are those skills which the student must master in order to succeed at the next grade level. Lack of one minimum may result in retention. A minimum is a performance skill that can be measured objectively and is identified by an asterisk (*).

COMMONS are those skills which will be taught at a given grade level. A common is a performance that can be measured objectively or by teacher observation.

STRAND NUMBER CODE	STRAND
1.0	Reading Readiness
2.0	Word Analysis
3.0	Obtaining Information
4.0	Studying
5.0	Listening
6.0	Written Expression
7.0	Speaking
8.0	Literature
9.0	Linguistic Components

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LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
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STRAND: READING READINESS 1.0

SPATIAL AND AUDITORY RELATIONSHIPS 1.1	K	1	2	3	4	5	6	7	8	9	10	11
(R) Mark or color parts of pictures or shapes (1.1.1.1)	M											
(R) Cut and paste (1.1.1.2)	C											
(R) Trace and copy figures (1.1.1.3)	M											
(R) Demonstrate ability to fold (1.1.1.4)	C											
(R) Draw a line from left to right (1.1.2.1)	M											
(R) Extend a pattern left to right (1.1.2.2)	C	C										
(R) Distinguish between similar objects of different sizes (1.1.3.1)	M											
(R) Draw a shape when named (○ △ □ ▭) (1.1.4.1)	C	M										
(R) Identify similarities and differences of objects and pictures (1.1.4.2)	C	M										
(R) Identify common classroom sounds (1.1.5.1)	C	M										
(R) Distinguish short vowel sounds (1.1.5.2)	C	M										
(R) Distinguish long vowel sounds (1.1.5.3)	C	C	M									
(R) Identify beginning consonant sounds (1.1.5.4)	C	M										
(R) Identify ending consonant sounds (1.1.5.5)	C	C	C									
(R) Identify like and different middle sounds in word pairs (1.1.5.6)	C	C	C									
(R) Trace hidden shapes found in picture (1.1.6.1)	M											

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STRAND: READING READINESS 1.0

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify a design that is like a sample (1.1.6.2)	M											
(R) Identify and name 8 basic colors (1.1.6.3)	M											
(R) Identify within an incomplete picture the portion that is missing (1.1.7.1)	M											
(R) Recall items seen earlier in a picture (1.1.7.2)	C	M										
(R) Draw a specific design from memory (1.1.8.1)	C	M										
(R) Mark pictures of real objects and designs which are like samples seen earlier (1.1.8.2)	C	M										
(R) Identify capital and lower case letters (A to Z) and to pronounce the names of each (1.1.9.1)	C	M										
(R) Identify letters of the alphabet and to match capital letters with lower case counterparts (1.1.9.2)	C	M										
(R) Identify a vowel letter in a beginning, middle, and end position (1.1.9.3)	C	M										

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STRAND: WORD ANALYSIS (2.0)

	K	1	2	3	4	5	6	7	8	9	10	11
SPELLING (2.1)												
(L) Write letters of the alphabet (both upper and lower case) in random order from dictation (2.1.1.1)	C	M										
(L) Correctly spell his first name (2.1.1.2)	M											
(L) Correctly copy his last name (2.1.1.3)	C											
(L) Correctly spell first and last name (2.1.1.4)	C	M										
(L) Correctly spell words from basic lists (2.1.2.1)		M	M	M	M	M	M	M	M	M	M	
(L) Spell and use correctly words from basic lists in context (2.1.2.2)								C	C	C	C	
VOCABULARY (2.2)												
(R) Identify compound words which are not hyphenated (2.2.1.1)			C	C	M							
(R) Identify root of a word (2.2.1.2)			C	C	M							
(R) Identify affix of a word (2.2.1.3)			C	C	M							
(R) Know meanings of contractions (2.2.1.4)			C	C	M							
(R) Identify the meaning of words from basic lists (2.2.2.1)		M	M	M	M	M	M	M	M	M	M	
(R) Correctly use words from basic lists in context (2.2.2.2)		M	M	M	M	M	M	M	M	M	M	

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STRAND: WORD ANALYSIS (2.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Memorize a basic list of Greek and Latin roots and affixes (2.2.3.1)					C	C	C	C	C	M		
(R) Memorize an expanded list of Greek and Latin roots and affixes (2.2.3.2)											C	
(R) Use expanded list of Greek and Latin roots and affixes in analyzing a list of words (2.2.3.3)											C	
(R) Identify antonyms for a given list of words (2.2.4.1)		C	C	M	M	M	M	M	M	M	M	
(R) Identify synonyms for a given list of words (2.2.4.2)			C	M	M	M	M	M	M	M	M	
(R) Differentiate between pairs of homonyms (2.2.4.3)				C	C	C	C	C	M			
(R) Use contextual analysis to get the meaning of words in sentences (2.2.5.1)				C	C	C	C	C	C	C	C	
(R) Find specific relationships between pairs of words (2.2.6.1)					C	C	C					
(R) Identify pairs of words with the same relationships as a given pair (2.2.6.2)								C	C	C		
(R) State in sentence form the relationships and analogies of sets of words (2.2.6.3)											C	C

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STRAND: OBTAINING INFORMATION (3.0)

	K	1	2	3	4	5	6	7	8	9	10	11
DICTIONARY (3.1)												
(R)Identify snynonyms and antonyms (3.1.1.1)						C	M					
(R)Identify the part of speech of the entry word (3.1.1.2)						C	C	C				
(R)Alphabetize to the 1st letter (3.1.2.1)		C	M									
(R)Alphabetize to the 2nd letter (3.1.2.2)			C	C	M							
(R)Alphabetize to the 3rd letter (3.1.2.3)					C	C	M					
(R)Find meanings of words with single meanings (3.1.2.4)			C	C	M							
(R)Find meanings of words (in context) that have multiple meanings (3.1.2.5)						C	C	C	M			
(R)Utilize guide words (3.1.2.6)				C	C	C	M					
(R)Use a pronunciation guide (3.1.2.7)					C	C	C	C				
PARTS OF A BOOK (3.2)												
(R)Knowledge of book parts: (3.2.1.1) Spine Appendix Preface Copyright Date Bibliography Title Page						C						
(R)Use: (3.2.1.2) Table of Contents			C	C	M							

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STRAND: OBTAINING INFORMATION (3.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R)Use: (3.2.1.3) Index and Glossary					C	M						
LIBRARY (3.3) (R)Locate materials using: (3.3.1.1) Card catalogue and Encyclopedia					C	C	M					
(R)Locate materials using the Dewey Decimal System (3.3.1.2)								C				
(R)Obtain information using: (3.3.1.3) Atlas and Newspapers								C				
(R)Obtain information using: (3.3.1.4) Periodicals Readers' Guide to Periodicals and Vertical file										C		
(R)Select appropriate materials for a data gathering project (3.3.1.5)										C	C	C

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STRAND: STUDYING (4.0)

	K	1	2	3	4	5	6	7	8	9	10	11
STUDY HABITS (4.1)												
(L) Take organized notes from both oral and written presentations (4.1.1.1)							C	C	C			
(L) Outlining written material (4.1.2.1)							C	C	C			
(L) Skim written material for a specific purpose (4.1.3.1)					C	C	C	C	C			
(L) Scan to identify the purpose of written material (4.1.4.1)					C	C	C	C	C			
(L) Summarize various written materials (4.1.5.1)							C	C	C			
(R) Following written directions (4.1.6.1)			C									

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STRAND: LISTENING (5.0)

	K	1	2	3	4	5	6	7	8	9	10	11
LISTENING (5.1)												
(R) Listen to and follow a 2-step verbal direction (5.1.1.1)	M											
(R) Listen to and follow a 3-step verbal direction (5.1.1.2)		C	M									
(R) Follow a multi-step set of oral directions (5.1.1.3)				C	C	C						
(R) Respond to simple literal questions (5.1.2.1)	M											
(R) Respond to simple sequential questions (5.1.2.2)	C	M										
(R) After listening to a short selection, will identify the main idea (5.1.2.3)		C	C	C	C	C	C					
(R) After listening to a short narrative, will identify sequence of events (5.1.2.4)				C	C	C	C	M				
(R) After listening to a short narrative, will identify the main idea (5.1.2.5)								C	C	C		
(R) Differentiate fact from opinion after listening to a single statement (5.1.3.1)				C	C							
(R) Differentiate fact from opinion after listening to a brief paragraph (5.1.3.2)						C	C					
(R) Differentiate fact from opinion after listening to a sales presentation (5.1.3.3)								C	C			
(R) Identify basic propaganda devices (5.1.3.4)											C	
(R) Differentiate fact from opinion after listening to an orally-presented editorial or a political speech (5.1.3.5)												C

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STRAND: LISTENING (5.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L)Use good listening techniques (5.1.4.1)	C	C	C	C								
(L)Use good listening techniques in group discussions (5.1.4.2)					C	C	C					
(R)Summarize two positions presented after listening to a dual-issue presentation (5.1.5.1)												C
(R)Interpret oral presentations of poetry and prose (5.1.5.2)												C

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LANGUAGE ARTS FRAMEWORK

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MATRIX

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STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
MECHANICS (6.1)												
(L)Write the numerals 1 to 10 (6.1.1.1)	C	M										
(L)Write the alphabet in upper and lower case letters (manuscript) (6.1.2.1)	C	C	M									
(L)Correctly space letters (manuscript) (6.1.2.2)		C	C									
(L)Correctly place letters within lines (manuscript) (6.1.2.3)		C	C									
(L)Show consistency in letter size (manuscript) (6.1.2.4)		C	C									
(L)Write his first name (manuscript) (6.1.2.5)	M											
(L)Write his first and last names (manuscript) (6.1.2.6)	C	M										
(L)Write a 5-word sentence (manuscript) (6.1.2.7)		M										
(L)Write alphabet in upper and lower case letters (cursive) (6.1.3.1)				C	M							
(L)Correctly space letters (cursive) (6.1.3.2)				C								
(L)Correctly place letters within lines (cursive) (6.1.3.3)				C								
(L)Show consistency in letter size (cursive) (6.1.3.4)				C								
(L)Write first and last names (cursive) (6.1.3.5)				C	M							
(L)Write a 5-word sentence (cursive) (6.1.3.6)				C	M							

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STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
GRAPHICS (6.2)												
(L) Provide correct end punctuation (6.2.1.1)		C	C	M								
(L) Provide commas to separate items in a series (6.2.1.2)				C	C	M						
(L) Provide commas to separate parts of dates, addresses, and salutations (6.2.1.3)			C	C	C	M						
(L) Provide commas to separate parts of a compound sentence (6.2.1.4)							C	M				
(L) Provide commas before and/or after quotation marks (6.2.1.5)						C	C	M				
(L) Provide apostrophes in contractions (6.2.1.6)				C	C	M						
(L) Provide quotation marks in dialogue (6.2.1.7)						C	C	M				
(L) Provide apostrophes to show possessive case (6.2.1.8)				C	C	C	C	C	M			
(L) Provide a semicolon between two independent clauses (6.2.1.9)									C	C		
(L) Provide a colon in conventional writing (6.2.1.10)									C	C		
(L) Provide capitals to begin sentences (6.2.2.1)		C	M									
(L) Provide capitals for initials, names, and places (6.2.2.2)			C	C	M							
(L) Provide capitals for special words such as days of the week, months, languages, nationalities, and holidays (6.2.2.3)			C	C	C	M						

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STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
THE PARAGRAPH (6.3)												
(L)Provide indentations and margins (6.3.1.1)						C	C					
(L)Identify the topic sentence (6.3.1.2)			C	C	C	C	C	M				
(L)Write topic sentences with direct, focused controlling ideas (6.3.1.3)							C	C	M			
(L)Write sentences which develop the controlling idea (6.3.1.4)							C	C	M			
(L)Write a concluding sentence restating or summarizing the controlling idea (6.3.1.5)							C	C	M			
(L)Write a narrative paragraph (6.3.2.1)						C	C	M				
(L)Write a descriptive paragraph (6.3.2.2)							C	C	M			
(L)Write an expository paragraph (6.3.2.3)								C	C	M		
(L)Write a persuasive paragraph (6.3.2.4)											C	C
(L)Write paragraphs that have unity (6.3.3.1)								C	C	C	C	
(L)Write paragraphs that have distinct order (6.3.3.2)								C	C	C	C	
(L)Write paragraphs that have coherency (6.3.3.3)								C	C	C	C	
(L)Develop a paragraph by details (6.3.4.1)								C				
(L)Develop a paragraph by examples (6.3.4.2)									C	C		

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STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L) Develop a paragraph by anecdotes (6.3.4.3)									C	C		
(L) Develop a paragraph by reason (6.3.4.4)											C	C
MULTI-PARAGRAPH COMPOSITION (6.4)												
(L) Prepare an outline for a composition (6.4.1.1)										C	C	
(L) Write a multi-paragraph composition (6.4.1.2)										C	M	
(L) Write a multi-step set of directions (6.5.1.1)				C	C	C	C					
(L) Fill out a job application (6.5.2.1)											M	
(L) Complete an order form from an advertisement (6.5.2.2)												C
(L) Write social letters of thanks (6.5.3.1)				C	C							
(L) Write social letters of praise, sympathy, and congratulations (6.5.3.2)						C	C					
(L) Write letters of request for information and letters of complaint (6.5.3.3)									C			
(L) Write a classified ad (6.5.3.4)										9 C		
(L) Write business correspondence (6.5.3.5)										C		
(L) Write a letter to the editor stating a position (6,5,3,6)												C
(L) Write a letter of persuasion (6.5.3.7)												C

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STRAND: **WRITTEN EXPRESSION (6.0)**

	K	1	2	3	4	5	6	7	8	9	10	11
(L) Write a report based on data gathering project (6.5.4.1)										C		
(L) Write a term/research paper (6.5.4.2)											C	
(L) Write a documented term/research paper (6.5.4.3)												C
EXPRESSIVE WRITING (6.6)												
(L) Write poetry (6.6.1.1)								C				
(L) Write short narratives (6.6.1.2)			C	C	C	C	C	C				

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STRAND: SPEAKING (7.0)

	K	1	2	3	4	5	6	7	8	9	10	11
MECHANICS OF SPEAKING (7.1)												
(L)Practice clear, audible, and appropriate speech (7.1.1.1)	C	C	C	C	C	C	C	C	C	C	C	C
VERBAL COMMUNICATIONS (7.2)												
(L)Interpret marks of punctuations adequately (7.2.1.1)			C	C	C	C						
(L)Group words into meaningful phrases (7.2.1.2)					C	C	C					
(L)Modulate voice appropriately (7.2.1.3)					C	C	C					
(L)Interpret mood (7.2.1.4)					C	C	C					
(R)Effectively read aloud a short selection (7.2.1.5)					C	C	C					
(R)Narrate a sequence of events (7.2.2.1)	C	C	C	C	C	C	C					
(L)Give verbal directions (7.2.2.2)				C	C	C						
(L)Present and exchange ideas in a discussion (7.2.2.3)						C	C	C	C	C	C	C
(L)Verbally summarize points of view (7.2.2.4)											C	
(L)Select appropriate speech topics for informing and demonstrating (7.2.3.1)								C	C	C	C	C
(L)Use correct outlining procedures for formal speeches (7.2.3.2)								C	C	C	C	C
(L)Present a speech to inform, to demonstrate, or to persuade (7.2.4.1)								C	C	C	C	C

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STRAND: LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
BIOGRAPHY/AUTOBIOGRAPHY (8.1)												
(R)Identify Biography/Autobiography as non-fiction (8.1.1.1)				C	C	C						
(R)Recognize that Biography/Autobiography is written from the author's viewpoint (8.1.1.2)									C			
(R)Identify the historical significance of the person (8.1.2.1)									C			
ESSAY (8.2)												
(R)Recognize the structure of essay (8.2.1.2)												C
(R)Identify the thesis statement (8.2.1.2)												C
(R)Identify the main idea (8.2.2.1)												C
(R)Identify the author's purpose: to inform, to entertain, to persuade (8.2.2.2)												C
SHORT STORY/NOVEL (8.3)												
(R)Identify the setting and character (8.3.1.1)				C	C	C	C	C	C			
(L)Identify the elements of plot, theme, and tone (8.3.1.2)									C			
(L)Recognize the characteristics of theme (8.3.1.3)										C		
(R)Tell how the actions of characters are similar or different (8.3.2.1)			C	C	C							
(R) Identify sequence of events (8.3.2.2)		C	C	C	C	C	M					

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

CODE: M = Minimum
C = Common
(R) = Reading skill
(L) = Language skill

STRAND: LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify the main idea (8.3.2.3)			C	C	C	C	M					
(R) Understand character development (8.3.2.4)										C		
(R) Identify point of view (8.3.2.5)										C		
(R) Noting details (8.3.2.6)			C	M								
(R) Drawing conclusions (8.3.2.7)			C	C								
OTHER NARRATIVE FICTION (8.4)												
(R) Recognize the characteristics of fantasy (8.4.1.1)				C	C							
(R) Recognize characteristics of the folk tale (8.4.1.2)							C					
(L) Recognize characteristics of the myth and fable (8.4.1.3)								C				
(R) Identify sequence of events of the folk tale (8.4.2.1)							C					
(R) Student identify main idea of the folk tale (8.4.2.2)							C					
(L) Identify sequence of events of myth and fable (8.4.2.3)								C				
(L) Identify main idea of myth and fable (8.4.2.4)								C				
POETRY (8.5)												
(R) Recognize a selection as poetry (8.5.1.1)					C	C						
(R) Recognize elements that identify a selection as poetry (8.5.1.2)					C	C						
(R) Recognize a poem as lyrical (8.5.1.3)						C						

SAN MARCOS UNIFIED SCHOOL DISTRICT

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STRAND: LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Recognize a poem as narrative (8.5.1.4)						C						
(R) Identify rhyme (8.5.2.1)			C	C	C							
(R) Recognize alliteration (8.5.2.2)						C	C					
(R) Recognize onomatopoeia (8.5.2.3)						C	C					
(R) Recognize use of repetition in poetry (8.5.2.4)						C	C					
(R) Recognize use of personification in poetry (8.5.3.1)					C	C	C	C	C			
(R) Recognize use of simile in poetry (8.5.3.2)					C	C	C	C	C			
(R) Recognize use of metaphor in poetry (8.5.3.3)					C	C	C	C	C			
(R) Recognize use of hyperbole in poetry (8.5.3.4)					C	C	C	C	C			
(R) Recognize the mood of selected poems (8.5.4.1)						C	C					
(R) Recognize the sequence of events of narrative poetry (8.5.4.2)								C	C			
(R) Recognize the main idea (8.5.4.3)								C	C	C	C	
(R) Recognize the elliptical quality of poetry (8.5.4.4)										C		
DRAMA (8.6)												
(R) Understand the oral nature of drama (8.6.1.1)								C				

SAN MARCOS UNIFIED SCHOOL DISTRICT

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STRAND: LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify structual elements of drama (8.6.1.2)								C				
(R) Recognize the sequence of events (8.6.2.1)									C			
(R) Recognize the main idea (8.6.2.2)										C		
LITERARY INTERPRETATION (8.7)												
(R) Identify denotative elements of literary passages (8.7.1.1)								M	M	M	M	
(R) Recognize correct order of action in literary passage (8.7.1.2)								M	M	M	M	
(R) Recognize central concept of a literary passage (8.7.1.3)								M	M	M	M	
(R) Understands cause and effect relationships (8.7.1.4)							C	M	M	M	M	
(R) Drawing conclusions (8.7.1.5)					C	C	C			C	C	
(R) Inferential reasoning (8.7.1.6)										C	C	

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
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(L)= Language skill

STRAND: LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
FOUR MAJOR WORD CLASSES (9.1)												
(L) Learn the characteristics and definition of a noun (9.1.1.1)				C	C	C	C					
(L) Learn the characteristics and definition of a verb (9.1.1.2)				C	C	C						
(L) Learn the characteristics and definition of an adjective (9.1.1.3)					C	C	C					
(L) Learn the characteristics and definition of an adverb (9.1.1.4)					C	C	C					
(L) Identify nouns within a given context (9.1.2.1)				C	C	C	C					
(L) Identify verbs within a given context (9.1.2.2)				C	C	C	C					
(L) Identify adjectives within a given context (9.1.2.3)					C	C	C					
(L) Identify adverbs within a given context (9.1.2.4)					C	C	C					
FUNCTION WORDS (9.2)												
(L) Learn the characteristics and definition of the interjection (9.2.1.1)								C	C			
(L) Learn the characteristics and definition of the preposition (9.2.1.2)								C	C			
(L) Learn the characteristics and definition of the conjunction (9.2.1.3)								C	C			
(L) Identify interjections in a given context (9.2.2.1)								C	C			

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LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
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STRAND: LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L) Identify prepositions in a given context (9.2.2.2)								C	C			
(L) Identify conjunctions in a given context (9.2.2.3)								C	C			
PRONOUN SYSTEM (9.3)												
(L) Identify personal pronouns (9.3.1.1)									C	C		
(L) Use proper nominative forms (9.3.1.2)									C	C	M	
(L) Use proper objective forms (9.3.1.3)									C	C	M	
(L) Use proper possessive forms (9.3.1.4)									C	C	M	
(L) Use proper nominative forms (9.3.2.1)											C	
(L) Use proper objective forms (9.3.2.2)											C	
(L) Use proper possessive forms (9.3.2.3)											C	
VERB SYSTEM (9.4)												
(L) Identify verb phrases (9.4.1.1)								C	C			
(L) Learn that the past participle must have the correct auxiliary (9.4.1.2)								C	C			
(L) Correctly use the past and the past participle forms of a selected list of irregular verbs (9.4.1.3)							C	C	M			

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

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STRAND: LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
BASIC SENTENCE STRUCTURES (9.5)												
(L) Identify the complete subject of sentences (9.5.1.1)				C	C	C						
(L) Identify the complete predicate of sentences (9.5.1.2)				C	C	C						
(L) Identify the simple subject of sentences (9.5.1.3)				C	C	C						
(L) Identify the simple predicate of sentences (9.5.1.4)				C	C	C						
(L) Identify a word group as a sentence or a fragment (9.5.2.1)					C	C	M					
(L) Identify a word group as a sentence or a run-on (9.5.2.2)					C	C	M					
(L) Identify sentence modes: declarative, interrogative, imperative, exclamatory (9.5.3.1)								C				
(L) Identify the compounded element(s) in sentences (9.5.4.1)							C	C				
(L) Write basic sentences with compound elements (9.5.4.2)							C	C				
(L) Join two sentences using coordinating conjunctions (9.5.5.1)							C	M				
(L) Join two sentences using the semicolon (9.5.5.2)										C		
(L) Join two sentences using a semicolon and an adverbial connector (9.5.5.3)										C		
(L) Join two sentences by reducing one sentence to an adverb clause (9.5.6.1)											C	
(L) Join two sentences by reducing one sentence to an adjective clause (9.5.6.2)											C	

REVISED SUMMER 1

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
USAGE (9.6)												
(L) Make noun subject and verb agree in basic sentences (9.6.1.1)				C	C	C	M					
(L) Make compound noun subject and verb agree in basic sentences (9.6.1.2)					C	C	C	M				
(L) Make noun subjects and verbs agree in inverted sentences (9.6.1.3)										C		
(L) Make collective noun subjects and verbs agree (9.6.1.4)										C		
(L) Make relative pronoun subjects and verbs agree (9.6.1.5)											C	
(L) Make indefinite pronoun subjects and verbs agree (9.6.1.6)											C	
(L) Make personal pronouns and antecedents agree in selected sentences (9.6.2.2)											C	
(L) Form the plurals of nouns by adding -s or -es (9.6.3.1)				C	C	M						
(L) Learn the nouns that have the same form for singular and plural (9.6.3.2)					C	M						
(L) Form the plurals of nouns by internal vowel or other suffix changes (9.6.3.3)				C	C	M						
(L) Form the plurals of numbers and letters (9.6.3.4)								C				
(L) Form the possessive of singular and plural nouns (9.6.4.1)							C	C	C	M		
(L) Form the possessive of indefinite pronouns (9.6.4.2)							C	C	C	M		

SEVENTH GRADE

GRADE 7

STRAND: WORD ANALYSIS 2.0 *Denotes Minimum

GOAL: To develop word attack, spelling, and vocabulary skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
2.1 Spelling	2.1.2 Memorizing basic word lists	*2.1.2.1 The student will correctly spell words from basic lists.
		2.1.2.2 The student will spell and use correctly words from basic lists in context.
2.2 Vocabulary	2.2.2 Memorizing basic vocabulary	*2.2.2.1 The student will correctly identify the meaning of words from basic lists.
		*2.2.2.2 The student will correctly use words from basic lists in context.
	2.2.3 Analyzing word parts	2.2.3.1 The student will memorize a basic list of Greek and Latin roots and affixes.
	2.2.4 Developing word meanings	*2.2.4.1 The student will identify antonyms for a given list of words.
		*2.2.4.2 The student will identify synonyms for a given list of words.
		2.2.4.3 The student will differentiate between pairs of homonyms.
	2.2.5 Learning the techniques of contextual analysis	2.2.5.1 The student will use the techniques of contextual analysis to get the meaning of words in sentences.
	2.2.6 Using word analogies to develop vocabulary	2.2.6.2 The student will identify pairs of words with the same relationships as a given pair.

GRADE 7

STRAND: OBTAINING INFORMATION 3.0 *Denotes Minimum

GOAL: To develop locational skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
3.1 Dictionary	3.1.1 Understanding parts of the dictionary	3.1.1.2 The student will identify the part of speech of the entry word.
	3.1.2 Using the dictionary	3.1.2.5 The student will find meanings of words (in context) that have multiple meanings.
		3.1.2.7 The student will use a pronunciation guide.
3.3 Library	3.3.1 Understanding and using the library	3.3.1.2 The student will locate materials using the Dewey Decimal System.
		3.3.1.3 The student will obtain information using the following: Atlas Newspapers

GRADE 7

STRAND: STUDYING 4.0 *Denotes Minimum

GOAL: To develop skills in studying

SKILL AREA	SKILL	PERFORMANCE INDICATOR
4.1 Study habits	4.1.1 Notetaking	4.1.1.1 The student will take organized notes from both oral and written presentations.
	4.1.2 Outlining	4.1.2.1 The student will outline written material.
	4.1.3 Skimming	4.1.3.1 The student will skim written material for a specific purpose.
	4.1.4 Scanning	4.1.4.1 The student will scan to identify the purpose of written material.
	4.1.5 Summarizing	4.1.5.1 The student will summarize various written materials.

GRADE 7

STRAND: LISTENING 5.0 *Denotes Minimum

GOAL: To develop listening skills in oral communication

SKILL AREA	SKILL	PERFORMANCE INDICATOR
5.1 Listening	5.1.2 Understanding and responding to oral presentations	*5.1.2.4 After listening to a short narrative, the student will identify sequence of events. 5.1.2.5 After listening to a short narrative, the student will identify the main idea.
	5.1.3 Understanding and responding to fact vs. opinion	5.1.3.3 The student will differentiate fact from opinion after listening to a sales presentation.

GRADE 7

STRAND: WRITTEN EXPRESSION 6.0 *Denotes Minimum

GOAL: To develop skills of word choice, clarify, form, mechanics, and organization in written communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
6.2 Graphics	6.2.1 Understanding and using basic punctuation	*6.2.1.4 The student will provide commas to separate parts of a compound sentence.
		*6.2.1.8 The student will provide apostrophes to show possessive case.
6.3 The Paragraph	6.3.1 Understanding the structure	*6.3.1.2 The student will identify the topic sentence.
		6.3.1.3 The student will write topic sentences with direct, focused controlling ideas.
		6.3.1.4 The student will write sentences which develop the controlling idea.
		6.3.1.5 The student will write a concluding sentence restating or summarizing the controlling idea.
	6.3.2 Writing various types of paragraphs	*6.3.2.1 The student will write a narrative paragraph.
		6.3.2.2 The student will write a descriptive paragraph.
		6.3.2.3 The student will write an expository paragraph.
	6.3.3 Effective paragraphs	6.3.3.1 The student will write paragraphs that have unity.
		6.3.3.2 The student will write paragraphs that have distinct order.

GRADE 7

STRAND: WRITTEN EXPRESSION *Denotes Minimum

GOAL:

SKILL AREA	SKILL	PERFORMANCE INDICATOR
		6.3.3.3 The student will write paragraphs that have coherency.
	6.3.4 Ways of development	6.3.4.1 The student will develop a paragraph by details.
6.6 Expressive writing	6.6.1 Understanding the characteristics of expressive writing	6.6.1.1 The student will write poetry. 6.6.1.2 The student will write short narratives.

GRADE 7

STRAND: SPEAKING 7.0 *Denotes Minimum

GOAL: To develop skills of speaking in informal and formal communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
7.1 Mechanics of speaking	7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech.
7.2 Verbal communications	7.2.2 Speaking for a variety of audiences and purposes	7.2.2.3 The student will present and exchange ideas in a discussion.
	7.2.3 Organizing ideas for formal presentation	7.2.3.1 The student will select appropriate speech topics for informing and demonstrating.
		7.2.3.2 The student will use correct outlining procedures for formal speeches.
	7.2.4 Presenting speeches	7.2.4.1 The student will present a speech to inform, to demonstrate, or to persuade.

GRADE 7

STRAND: LITERATURE 8.0 *Denotes Minimum

GOAL: To develop an understanding and appreciation of various literary genre

SKILL AREA	SKILL	PERFORMANCE INDICATOR
8.3 Short Story/ Novel	8.3.1 Understanding the characteristics	8.3.1.1 The student will identify the setting and character.
8.4 Other narrative fiction	8.4.1 Understanding the characteristics	8.4.1.3 The student will recognize the characteristics of the myth and fable.
	8.4.2 Interpreting	8.4.2.3 The student will identify the sequence of events of myth and fable.
		8.4.2.4 The student will identify the main idea of myth and fable.
8.5 Poetry	8.5.3 Recognizing the imaginative qualities of poetic language	8.5.3.1 The student will recognize the use of personification in poetry.
		8.5.3.2 The student will recognize the use of simile in poetry.
		8.5.3.3 The student will recognize the use of metaphor in poetry.
		8.5.3.4 The student will recognize the use of hyperbole in poetry.
	8.5.4 Interpreting poetry	8.5.4.2 The student will recognize the sequence of events of narrative poetry.
		8.5.4.3 The student will recognize the main idea.
8.6 Drama	8.6.1 Understanding the characteristics	8.6.1.1 The student will understand the oral nature.
		8.6.1.2 The student will identify the structural elements.
8.7 Literary Interpretation	8.7.1 Understanding basic interpretive elements	*8.7.1.1 The student will identify specific denotative elements of literary passages.

GRADE 7

STRAND: LITERATURE 8.0 *Denotes Minimum

GOAL: To develop an understanding and appreciation of various literary genre

SKILL AREA	SKILL	PERFORMANCE INDICATOR
		*8.7.1.2 The student will recognize correct order of action in a literary passage.
	✓	*8.7.1.3 The student will choose the summarizing statement that best reflects the central concept of a literary passage.
		*8.7.1.4 The student will choose the correct statement of cause and effect relationships of a literary passage.

GRADE 7

STRAND: LINGUISTICS 9.0 *Denotes Minimum

GOAL: The student will systematically learn and utilize the components of English

SKILL AREA	SKILL	PERFORMANCE INDICATOR
9.2 Function Words	9.2.1 Understanding the characteristics and definitions of interjections, prepositions, and conjunctions	9.2.1.1 The student will learn the characteristics and definition of the interjection. 9.2.1.2 The student will learn the characteristics and definition of the preposition. 9.2.1.3 The student will learn the characteristics and definition of the conjunction.
	9.2.2 Identifying interjections, prepositions, and conjunctions	9.2.2.1 The student will identify interjections in a given context. 9.2.2.2 The student will identify prepositions in a given context 9.2.2.3 The student will identify conjunctions in a given context.
9.4 Verb System	9.4.1 Understanding the basic elements of the verb system	9.4.1.1 The student will identify verb phrases. 9.4.1.2 The student will learn that the past participle must have the correct auxiliary. 9.4.1.3 The student will correctly use the past and the past participle forms of a selected list of irregular verbs.
9.5 Basic Sentence Structures	9.5.3 Understanding the purpose of sentences	9.5.3.1 The student will identify sentence modes: declarative, interrogative, imperative, exclamatory.
	9.5.4 Understanding the structure of a simple sentence with compound elements	9.5.4.1 The student will identify the compounded element(s) in sentences. 9.5.4.2 The student will write basic sentences with compound elements.

GRADE 7

STRAND: LINGUISTIC COMPONENTS

*Denotes Minimum

GOAL:

SKILL AREA	SKILL	PERFORMANCE INDICATOR
	9.5.5 Techniques of combining two basic sentences through coordination	*9.5.5.1 The student will join two sentences using coordinating conjunctions.
9.6 Usage	9.6.3 Forming plurals	9.6.3.4 The student will form the plurals of numbers and letters.
	9.6.4 Forming possessives	9.6.4.1 The student will form the possessive of singular and plural nouns.
		9.6.4.2 The student will form the possessive of indefinite pronouns.

2.0 WORD ANALYSIS

Common__________

Minimum x

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.1 - Spelling

Skill: 2.1.2 - Memorizing basic word lists.

Performance Indicator: 2.1.2.1 - The student will correctly spell words from basic lists.

Performance Mode: Given four words from a basic list, the student will select the misspelled word.

Item Stem Characteristics: The item stem will direct the student to select the misspelled word.

Distracter Characteristics: The distracters will be correctly spelled words from a selected list.

Example:

00. Directions: Select the misspelled word.

Stimulus:

Responses:

A. reccomend

B. neighbor

C. opinion

D. realize

Correct Response: A

PERFORMANCE INDICATOR 2.1.2.1

GRADE 7

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.1.2.2

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:
Seventh Grade Spelling List included.

SUGGESTIONS FOR IMPLEMENTATION:

1. Select specific number of words to test per week. (ex. 20)
2. Pretest (Mon.) Study (Tues.- Thurs.) Post Test (Fri.)
3. Typical Guide for Students
    a. Look at word carefully
    b. Say word softly
    c. Listen to the sound of the word
    d. Discover whether the word is spelled the way it sounds
    e. Say word in sentence
    f. Say letters softly
    g. Close your eyes and say the letters
    h. Write the word, saying the letters as you write
    i. Draw a line under the part of word that is hard for you
    j. Write the word without looking at your copy
    k. Check with your copy to see if you have the word right

SPELLING LIST - GRADE 7 - MINIMUMS

Lesson 1

1. fourteen
2. opportunity
3. religion
4. eighth
5. excellent
6. awful
7. nickel
8. marriage
9. color
10. omit

Lesson 2

1. receive
2. bachelor
3. certain
4. grammar
5. finally
6. occur
7. movable
8. decorate
9. athletics
10. curtain

Lesson 3

1. salary
2. restaurant
3. perhaps
4. generally
5. before
6. appearance
7. deceive
8. copies
9. rhythm
10. schedule

Lesson 4

1. absence
2. equip
3. pursue
4. pronounce
5. realize
6. sandwich
7. planned
8. person
9. peculiar
10. hungry

Lesson 5

1. bookkeeper
2. familiar
3. buried
4. captain
5. argument
6. criticize
7. recommend
8. performance
9. haven't
10. exercise

Lesson 6

1. forty
2. ridiculous
3. height
4. February
5. opinion
6. persuade
7. mysterious
8. notice
9. divine
10. neighbor

Lesson 7

1. library
2. achieved
3. definite
4. answer
5. bargain
6. paid
7. question
8. prefer
9. preferred
10. accept

Lesson 8

1. among
2. eligible
3. develop
4. personally
5. operate
6. laid
7. choice
8. bruise
9. ninth
10. ninety

Lesson 9

1. acquaint
2. didn't
3. lovely
4. minute
5. extremely
6. recognize
7. refer
8. religious
9. partner
10. address

Lesson 10

1. attack
2. corner
3. o'clock
4. niece
5. probable
6. satisfactory
7. possess
8. guarantee
9. beautiful
10. all right

Lesson 11

1. crowd
2. country
3. necessary
4. occasion
5. pumpkin
6. practice
7. bulletin
8. picnicking
9. relief
10. apology

Lesson 12

1. patient
2. quantity
3. propeller
4. privately
5. natural
6. lying
7. coming
8. preference
9. purpose
10. government

Lesson 13

1. article
2. proceed
3. really
4. professor
5. doesn't
6. privilege
7. rhyme
8. pleasant
9. friend
10. business

Lesson 14

1. permission
2. license
3. banana
4. possible
5. misspell
6. accidentally
7. description
8. across
9. believe
10. calendar

Lesson 15

1. beginning
2. college
3. hospital
4. scarce
5. bicycle
6. carrying
7. accommodate
8. listen
9. satisfy
10. amount

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.1 Spelling

Skill: 2.1.2 Memorizing basic word lists

Performance Indicator: 2.1.2.2 The student will spell and use correctly words from basic lists in context.

Performance Mode: Given four sentences, the student will select the sentence which contains a misspelled word or a word used incorrectly.

Item Stem Characteristics: The item stem will direct the student to select the misspelled or incorrectly used word.

Distracter Characteristics: The distracters will be spelled or used correctly.

Example:

00. Directions: Select the sentence containing the incorrect or misspelled word.

Stimulus:

Responses:

A. The governor will speak tomorrow.

B. Summer is my favorite time of year.

C. Homework is a daily occurance.

D. She preferred to stay home.

(C)

PERFORMANCE INDICATOR 2.1.2.2

GRADE 7

GRADES TAUGHT: 3 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.1.2.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

Refer to Seventh Grade Spelling List

SUGGESTIONS FOR IMPLEMENTATION:

1. Use dictionaries to define words
2. Use all words in context. Write original sentences.
3. Cloze type sentences.
   Write four sentences leaving a blank for the spelling word in each sentence. Write two words under each blank - one is the spelling word and the other is a word like it in the beginning and end if possible, and at about the same length.
4. Write an original paragraph using spelling words spelled both correctly and incorrectly. Have student correct any errors.
5. Dictate sentences for students to write, using spelling words in context.

Common____________

Minimum____X______

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.2 - Memorizing basic vocabulary

Performance Indicator: 2.2.2.1 The student will correctly identify the meanings of words from basic lists.

Performance Mode: Given a word in context from the basic vocabulary list, the student will select the correct meaning from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning.

Distracter Characteristics: The distracters will not be the correct meanings.

Example:

00. **Directions:** Choose the correct meaning of the underlined word.

Stimulus: the brunt of the attack

Responses:

A. weakest part

B. outermost boundaries

C. main force of

D. hopeful end of

Correct Response: C

PERFORMANCE INDICATOR 2.2.2.1

GRADE 7

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.2

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course

OTHER RESOURCES:
Seventh Grade Vocabulary List Included on next sheet

SUGGESTIONS FOR IMPLEMENTATION:

1. Select a specific number of words to study per week
2. Create vocabulary section in notebook
   Write word. Define. Use word in context.
3. Give help in understanding and using figures of speech, in using adjectives and adverbs effectively, and in seeing the relation to meaning.
4. Review vocabulary lists occasionally and use words in writing as often as possible to make them permanent part of vocabulary.

VOCABULARY - GRADE SEVEN

MINIMUMS

LESSON 1

1. abrupt
2. accuracy
3. actual
4. aerial
5. alliance
6. amend
7. apology
8. approximately
9. assault
10. await

LESSON 2

1. banish
2. bashful
3. basic
4. biography
5. blunt
6. bonus
7. burlap
8. cancel
9. cashier
10. chapel

LESSON 3

1. cherish
2. circulate
3. coffin
4. collapse
5. comedy
6. compel
7. compete
8. compromise
9. confront
10. consume

LESSON 4

1. continuous
2. cooperative
3. cram
4. criticism
5. debtor
6. defiant
7. defrost
8. depart
9. desirable
10. detect

LESSON 5

1. dialogue
2. disable
3. disagree
4. dishonest
5. disobey
6. domestic
7. doubtful
8. dwell
9. emphasize
10. enlarge

LESSON 6

1. enthusiastic
2. era
3. erupt
4. exhale
5. fantastic
6. fearless
7. flaw
8. flourish
9. fragile
10. frigid

LESSON 7

1. guarantee
2. hardy
3. harmony
4. hostile
5. humane
6. incomplete
7. incredible
8. infinite
9. influence
10. informal

LESSON 8

1. isolate
2. jubilant
3. kidnap
4. legible
5. linger
6. lure
7. maniac
8. moderate
9. notable
10. obstacle

LESSON 9

1. obvious
2. omen
3. opponent
4. ownership
5. parched
6. partial
7. participate
8. payment
9. perpetual
10. persist

LESSON 10

1. plentiful
2. postpone
3. predict
4. prestige
5. primitive
6. prohibit
7. proposal
8. provision
9. publicity
10. punctual

LESSON 11

1. pursue
2. quench
3. radiant
4. rash
5. rebellion
6. recall
7. recognition
8. refund
9. reject
10. relent

LESSON 12

1. reliable
2. renew
3. reside
4. resolve
5. riot
6. romance
7. rotate
8. routine
9. sanitary
10. scald

LESSON 13

1. scenic
2. sentiment
3. shrivel
4. slogan
5. speculate
6. squad
7. starvation
8. sterilize
9. sulk
10. survive

LESSON 14

1. sustain
2. tedious
3. terminal
4. testify
5. tradition
6. tragic
7. treacherous
8. truce
9. turbulent
10. unique

LESSON 15

1. utilize
2. valiant
3. version
4. violence
5. vital
6. warp
7. waver
8. welfare
9. whim
10. wretched

Common____________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.2 Vocabulary

Skill: 2.2.2 Memorizing basic vocabulary

Performance Indicator: 2.2.2.2 The student will correctly use words from basic lists in context.

Performance Mode: Given four sentences with one word underlined each, the student will select the sentence in which the underlined word is not used correctly.

Item Stem Characteristics: The item stem will direct the student to select the sentence in which the underlined word is not used correctly.

Distracter Characteristics: The distracters will be sentences in which the underlined word is used correctly.

Example:

00. Directions: Select the sentence with the underlined word used incorrectly.

Stimulus: None

Responses:

A. The material was so porous it would not hold water.

B. Because he was so extravagant, he was able to save most of his money.

C. He made a deliberate attempt to wreck the car.

D. We enjoyed the festive occasion.

Correct Response: B

PERFORMANCE INDICATOR 2.2.2.2

GRADE 7

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course

OTHER RESOURCES:
Refer to Seventh Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Create paragraphs using vocabulary words in context. Exchange paragraphs and have students determine the meaning of the vocabulary words.
2. Create sentences using vocabulary words, both correctly and incorrectly. Have students determine if the words are used correctly.
3. Keep reviewing previous vocabulary words and remember to include them with the words currently being studied.

Common x

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.3 - Analyzing word parts

Performance Indicator: 2.2.3.1 - The student will memorize a basic list of Greek and Latin roots and affixes.

Performance Mode: Given four choices, the student will select the correct meaning of a Greek or Latin root or affix from a basic list.

Item Stem Characteristics: The item stem will direct the student to select the proper meaning of the given root or affix.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:

00. Directions: Select the correct meaning of the given word part.

Stimulus:

aqua

Responses:

A. earth

B. water

C. five

D. heat

Correct Response (B)

PERFORMANCE INDICATOR 2.2.3.1

GRADE 7

GRADES TAUGHT: 4 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.3.2, 2.2.3.3, 2.2.3.4

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:
1. Seventh Grade Roots and Affixes Lists Included on next sheet.

2. Word Clues, by Amsel Greene Harper & Row, Publishers

SUGGESTIONS FOR IMPLEMENTATION:

1. Arrange a concentrated time span to study these word parts. Have a break from grade level vocabulary lists.

2. Prepare weekly study lists using the Roots and Affix List.

3. Make word charts with words having technical meanings in various areas listed under subject headings such as biology, chemistry, geology, mathematics, social studies, etc.

4. Define words on word lists. Keep in a notebook.

5. General interest
   a. Retention - Keeping in mind, through practice, the roots learned
   b. Extension - adding more roots to those known
   c. Enrichment - deepening realization and appreciation and enjoyment of the inner values of words long known

6. See Sample Student Sheet and Key included of the Roots and Affixes Lists.

Language Arts - Roots and Affixes

Grade 7 - PREFIXES

	Prefix	Definition	Examples
1.	anti	against	anti-war, anti-social, antidote
2.	auto	self	automobile, automatic
3.	bi	two	bimonthly, bicycle, bisect
4.	circum	around	circumference, circumnavigate
5.	in	in, into, not	inhabit, insert, inconvenient
6.	non	not	nonsense, nonconform
7.	mono	one	monoplane, monotony, monotone
8.	multi	many	multicolored, multiply
9.	post	after	postwar, postpone
10.	pre	before	preschool, precede, prewar
11.	pro	forward, in place of, in favor of	pronoun, pro-American, propel
12.	un	no, not, opposing	unfold, unchain, ungodly

Language Arts - Roots and Affixes

Grade 7 - SUFFIXES

	Suffix	Definition	Example
1.	ac	characteristic of	cardiac, demoniac
2.	ance, lence ancy, lency	act of, state of, condition of	assistance, dependence, clearance, resistance
3.	able/ible	capable of	portable, edible
4.	ful	full of	bucketful, thankful
5.	ion,sion,tion	state of, condition of, act of	tension, persuasion, subjection
6.	ish	like	bookish, womanish
7.	ity	condition, state of	humanity, rarity
8.	less	without	careless, reckless
9.	ment	state, quality, act of	engagement, improvement
10.	ship	state of	friendship, hardship

Language Arts - Roots and Affixes

Grade 7 - ROOTS

	Root	Definition	Examples
1.	aqua	water	aquaduct, aquaplane
2.	duc, duct	lead	conduct, produce, aquaduct
3.	bio	life	autobiography, biology
4.	cycl	circle, wheel	bicycle, monocycle
5.	dyn dyna	power	dynamite, thermodyne
6.	geo	earth	geography, geometry, geology
7.	graph, gram	write, draw	biography, geography
8.	gress	go, move	progress, regress
9.	ology, log	study of	biology, geology
10.	meter, metre	measure	thermometer, photometer
11.	pel	drive	propel, repel
12.	penta	five	pentameter, penthouse, pentagon
13.	phon	sound	phonics, telephone, phonology
14.	photo	light	photograph, photostat
15.	pon, pos	place	postpone, position, proponent
16.	port	carry	support, report
17.	sens	feel	nonsense, sensitive, sensual
18.	scrib, script	write	prescribe, circumscribe
19.	stat	stand	thermostat, stationary, stature
20.	therm	heat	thermostat, thermometer

NAME SAMPLE STUDENT

COPY

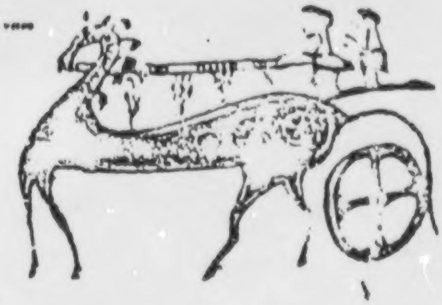
Painting from a Greek vase
—1400 B.C.

Greek Roots - Study List

	Root:	Meaning:	English Use:
LIST I	1. bibl, biblio	book	
	2. anthrop	man	
	3. phon	sound	
	4. phil	love	
	5. miso	hate	
	6. a-, an-	without, not	
	7. anti-, ant	against	
	8. dia	through, across	
	9. hyper	over, excessive	
	10. peri-	around	
LIST II	11. pro-	before	
	12. graph, gram	write, draw, describe, record	
	13. scop, scept	loot at, examine	
	14. mania	madness for	
	15. phobia	morbid fear of	
	16. mega	large	

NAME SAMPLE KEY

Painting from a Greek vase
—1400 B.C.



Greek Roots - Study List

		Root:	Meaning:	English Use:
LIST I	1.	bibl, biblio	book	Bible bibliography
	2.	anthrop	man	anthropology,anthromorphic anthropologist
	3.	phon	sound	phonics,megaphone,phonetic telephone,microphone,phonograph
	4.	phil	love	philosophy,Anglophile philanthropist
	5.	miso	hate	misogynist
	6.	a-, an-	without, not	apathy, atom, anarchy
	7.	anti-, ant	against	antibody,Antarctic antibiotic,antacid
	8.	dia	through, across	diagram,diarama dialog
	9.	hyper	over, excessive	hyper,hypertension hyperthermal
	10.	peri-	around	perimeter periscope
LIST II	11.	pro-	before	program, provide proceed
	12.	graph, gram	write, draw, describe, record	telegraph,phonograph telegram,diagram
	13.	scop, scept	loot at, examine	telescope,microscope sceptical
	14.	mania	madness for	mania Beatlemania
	15.	phobia	morbid fear of	claustrophobia acraphobia,phobia
	16.	mega	large	megaton,megaphone megawar

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Common____________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.4 - Developing word meanings

Performance Indicator: 2.2.4.1 The student will identify contextually antonyms for a given list of words.

Performance Mode: Given a word in context from a given list of words, the student will select the correct antonym from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct antonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words which are not antonyms of the underlined word.

Example:

00. Directions: Choose the word which is an antonym of the underlined word.

Stimulus: We will need to terminate the contract.

Responses:

A. conclude

B. begin

C. end

D. rewrite

Correct Response: B

PERFORMANCE INDICATOR 2.2.4.1
GRADE 7

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1, 2.2.2.2, 2.2.4.2

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:
Refer to Seventh Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a Thesaurus available.
2. Make a Dictionary available.
3. In addition to definitions of words from the Grade level Vocabulary List, write the antonyms when possible.
4. Create word lists and have students supply the antonyms.

Common______________

Item Specification

Minimum X

Content Area:	LANGUAGE ARTS
Grade:	7
Strand:	2.0 - WORD ANALYSIS
Skill Area:	2.2 - Vocabulary
Skill:	2.2.4 - Developing word meanings

Performance Indicator: 2.2.4.2 The student will identify synonyms for a given list of words.

Performance Mode: Given a word in context from a given list of words, the student will select the correct synonym from four choices for the underlined word.

Item Stem Characteristics: The item stem will direct the student to select the correct synonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words which are not synonyms of the underlined word.

Example:

00. Directions: Choose the word that is a synonym of the underlined word.

Stimulus: The catastrophe was totally unexpected.

Responses:

A. blessing

B. disaster

C. triumph

D. performance

Correct Response: B

PERFORMANCE INDICATOR 2.2.4.2

GRADE 7

GRADES TAUGHT: 2 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1, 2.2.2.2, 2.2.4.1

TEXTBOOK REFERENCES:
Warriner's English and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:
Refer to Seventh Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a thesaurus available
2. Make a Dictionary available
3. In addition to definitions of words from the Grade level Vocabulary List, write the synonyms when possible
4. Create word lists and have students supply the synonyms

Item Specification

Commom ___x___

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.2 Vocabulary

Skill: 2.2.4 Developing word meanings

Performance Indicator: 2.2.4.3 The student will differentiate between pairs of homonyms.

Performance Mode: Given a sentence with two choices, the student will select the appropriate homonym from a basic list.

Item Stem Characteristics: The item stem will direct the student to select the appropriate homonym.

Distracter Characteristics: The distracters will be the incorrect homonym pair.

Example:

00. Directions: Select the correct word to complete the sentence.

Stimulus: She was thrilled to _______ the invitation to the party.

Responses:

A. Accept

B. Except

(A) C.

D.

PERFORMANCE INDICATOR 2.2.4.3

GRADE 7

GRADES TAUGHT: 3 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:
Seventh and Eighth Grade Homonym List on next page

SUGGESTIONS FOR IMPLEMENTATION:

1. Make study lists for these words with explanations. Be sure words are spelled accurately and parts of speech known
2. Always do exercises with words in context (Sentences, paragraphs, etc.) Have student select the appropriate homonym.
3. Try dictation of homonyms in context.
4. Work in small groups, or with partners.

Language Arts - Homonym Continuum

SEVENTH and EIGHTH GRADE

7 & 8 Homonyms

accept
except

advice
advise

affect
effect

already
all ready

altar
alter

altogether
all together

brake
break

capital
capitol

cloths
clothes

coarse
course

complement
compliment

council
counsel

councilor
counselor

desert
dessert

formally
formerly

hear
here

its
it's

lead
led

loose
lose

passed
past

peace
piece

plain
plane

principal
principle

quiet
quite

shone
shown

stationary
stationery

than
then

their
there
they're

threw
through

to
too
two

weak
week

weather
whether

who's
whose

your
you're

Common ____x____
Minimum ________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.5 - Learning the techniques of contextual analysis

Performance Indicator: 2.2.5.1 - The student will use the techniques of contextual analysis to get the meaning of words in sentences.

Performance Mode: Given a sentence and four choices, the student will use contextual analysis to determine the meaning of the underlined nonsense word.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning of the underlined nonsense word.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:

00. Directions: Select the meaning of the underlined nonsense word.

Stimulus: Hang the sjibh on the wall.

Responses:

A. car

B. picture

C. cat

D. book

Correct response (B)

PERFORMANCE INDICATOR 2.2.5.1

GRADE 7

GRADES TAUGHT: 3 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Use the Cloze technique. Take a story or paragraph and delete every fifth word. The students are to supply the missing word.
2. Work in small groups where the students make their own Cloze passages and exchange papers with other groups.
3. Good with small groups or partners.
4. Along the same lines as Cloze technique, use nonsense words in context and have students determine the nonsense word from a multiple choice.

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 2.0 - Word Analysis

Skill Area: 2.2 - Vocabulary

Skill: 2.2.6 - Using word analogies to develop vocabulary

Performance Indicator: 2.2.6.2 - The student will identify pairs of words with the same relationships as a given pair.

Performance Mode: Given a pair of words the student will determine the relationship of that pair of words and select the word that completes the analogy.

Item Stem Characteristics: The item stem will direct the student to select the word that completes the analogy.

Distracter Characteristics: The distracters will be incorrect words.

Example:

00. Directions: Select the word that completes the statement.

Stimulus: Fish is to Bird as Submarine is to ________________.

Responses:

A. Tank

B. Bird

C. Airplane

D. Hangar

Correct Response C

PERFORMANCE INDICATOR 2.2.6.2

GRADE 7

GRADES TAUGHT: 6 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.6.3

TEXTBOOK REFERENCES:

Warriner's English and Composition First Course	Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students make their own analogies and share with a partner.
2. Work in small groups in creating anologies.
3. Create games or contests to determine groups that can solve the most analogies.
4. Allow plenty of time for practice.
5. Use vocabulary from other content area if possible.

3.0 OBTAINING INFORMATION

Common X

Minimum ______

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 3.0 - OBTAINING INFORMATION

Skill Area: 3.1 - Dictionary

Skill: 3.1.1 - Understanding parts of the dictionary

Performance Indicator: 3.1.1.2 - The student will identify the part of speech of the entry word.

Performance Mode: Given an excerpt from a dictionary the student will select the part of speech of a specific entry word.

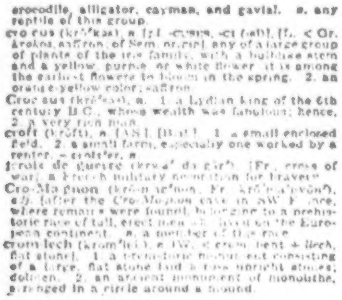
Item Stem Characteristics: The item stem will direct the student to select the part of speech of a specific entry word.

Distracter Characteristics: The distracters will consist of incorrect parts of speech.

Example:

00. Directions: Look at the sample dictionary page below. According to the sample the word croft is:

Stimulus:



Responses:

A. a verb

B. an adjective

C. a noun

D. an adverb

correct response: C

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PERFORMANCE INDICATOR 3.1.1.2

GRADE 7

GRADES TAUGHT: 5 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 3.1.2.5

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. A Dictionary

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a dictionary available for students.
2. Good small group or partner work.
3. Create word lists, either from vocabulary, literature, or content area and have the student determine the part of speech.

Item Specification

Commom X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 3.0 OBTAINING INFORMATION

Skill Area: 3.1 Dictionary

Skill: 3.1.2 Using the dictionary

Performance Indicator: 3.1.2.5 The student will find meanings of words (in context) that have multiple meanings.

Performance Mode: Given a word in context, the student will select the appropriate meaning from two choices.

Item Stem Characteristics: The item stem will direct the student to select the appropriate meaning of the underlined word.

Distracter Characteristics: The distracter will be another possible meaning of the underlined word.

Example:

00. Directions: Select the appropriate meaning of the underlined word.

Stimulus: We had a good time at the park.

Responses:

A. Putting a vehicle in a stationary area

B. Open space recreational area

C.

D.

(B)

PERFORMANCE INDICATOR 3.1.2.5

GRADE 7

GRADES TAUGHT: 5 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 3.1.1.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
First Course   Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. A. Dictionary

SUGGESTIONS FOR IMPLEMENTATION:

1. Good small group or partner activity.
2. Have students find words with multiple meanings. Then create sentences using the words in context. Exchange papers with another group to determine which meaning is the correct one.
3. Give a passage and see if students can find any words with multiple meanings.
4. Be sure to have a dictionary available.

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Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 3.0 - OBTAINING INFORMATION

Skill Area: 3.1 - Dictionary

Skill: 3.1.2 - Using the dictionary

Performance Indicator: 3.1.2.7 - The student will use a pronunciation guide.

Performance Mode: Given a sample pronunciation guide and four choices, the student will interpret the phonic spelling of a given word.

Item Stem Characteristics: The item stem will direct the student to select the word that matches the phonetic spelling using the given pronunciation guide.

Distracter Characteristics: The distracters will not be the correct word.

Example:

00. Directions: Use the sample pronunciation guide to choose the word that matches the phonetic spelling of a word.

Stimulus: (see attached sheet)

Responses:

A. bisect

B. busy

C. bush

D. bison

correct response: B

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STIMULUS: 3.1.2.7

bĭz′y

ă	act, bat
ā	able, cape
â	air, dare
ä	art, calm
b	back, rub
ch	chief, beach
d	do, bed
ĕ	ebb, set
ē	equal, bee
f	fit, puff
g	give, beg
h	hit, hear
ĭ	if, big
ī	ice, bite
j	just, edge
k	kept, make
l	low, all

m	my, him
n	now, on
ng	sing, England
ŏ	box, hot
ō	over, no
ô	order, ball
oi	oil, joy
o͝o	book, put
o͞o	ooze, rule
ou	out, loud
p	page, stop
r	read, cry
s	see, miss
sh	shoe, push
t	ten, bit
th	thin, path
t͟h	that, other

ŭ	up, love
ū	use, cute
û	urge, burn
v	voice, live
w	west, away
y	yes, young
z	zeal, lazy, those
zh	vision, measure
ə	occurs only in unaccented syllables and indicates the sound of a in alone e in system i in easily o in gallop u in circus

PERFORMANCE INDICATOR 3.1.2.7

GRADE 7

GRADES TAUGHT: 4 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. A Dictionary

SUGGESTIONS FOR IMPLEMENTATION:

1. Make sure to have a dictionary available or copies of the pronunciation guide.
2. Small group or partners. Create word lists and have students look up the pronunciations.
3. Give the dictionary pronunciations and have the students determine the word.
4. Have students create the lists.

Item Specification

Commom x

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 3.0 - OBTAINING INFORMATION

Skill Area: 3.3 - Library

Skill: 3.3.1 - Understanding and using the library

Performance Indicator: 3.3.1.2 - The student will locate materials using the Dewey Decimal System.

Performance Mode: Teacher observation from on-site project.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 3.3.1.2

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. Librarian

SUGGESTIONS FOR IMPLEMENTATION:

1. Use school library for instruction. Work along with the librarian.
2. Allow experiences to find books. Give students sample cards and have them find books.
3. Allow plenty of practice.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 3.0 - OBTAINING INFORMATION

Skill Area: 3.3 - Library

Skill: 3.3.1 - Understanding and using the library

Performance Indicator: 3.3.1.3 - The student will obtain information using the following:

Atlas
Newspapers

Performance Mode: Teacher observation from on-site project.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 3.3.1.3

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
First Course Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. An atlas
2. Newspaper
3. Librarian

SUGGESTIONS FOR IMPLEMENTATION:

1. Make copies of newspaper or atlas available.
2. Have students locate information using index. Create "Hunts" from prepared lists. Do in small groups.
3. Allow plenty of time for practice.

4.0 STUDYING

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 4.0 - STUDYING

Skill Area: 4.1 - Study habits

Skill: 4.1.1 - Notetaking

Performance Indicator: 4.1.1.1 - The student will take organized notes from both oral and written presentations.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 4.1.1.1

GRADE 7

GRADES TAUGHT: 6 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.2.1, 4.1.3.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition
First Course Harcourt, Brace and Jovanovich, Inc.

OTHER RESOURCES:
See attached sheet

SUGGESTIONS FOR IMPLEMENTATION:

1. Model notetaking on an overhead projector from a taped lecture.
2. Provide many opportunities and subjects for practice.
3. Provide opportunities for small group comparison of notes.
4. Provide partial outlines of taped and written material, and have students fill in missing information. Gradually decrease amount filled in.

CHAPTER 3

How to Make Notes That Help You

What's the Use of It?

"Make notes! Summarize!" groaned Jim to his friend, Ralph. "What's the use of it? Miss Carey says it will help me to remember more and forget less, but I'm not so sure. Look at poor Jerry, with a notebook almost as heavy as his textbook. He writes until he gets tired but somehow he always leaves out what's important."

"Oh," replied Ralph, "Jerry doesn't know the first thing about taking notes. He puts down anything and everything and then wonders why it's hard to make a summary from his notes. The pages are all dropping out of his notebook and he doesn't even bother to put them in order."

"Well," said Jim, "since I've got to be a note-taker, I'd better begin with a little help from an expert. That's you, Big Brain. I've seen your notebook! Come on! Start me off right."

Learning to Do It

What does Ralph put in his notes? The important ideas, the things to remember. He doesn't use whole sentences; just enough to remind him of the idea.

Ralph showed Jim an article from *Junior Scholastic.* (*See below.*) "Since you're making a report on Argentina," said Ralph, "you can look over my notes. All I did was put down exact things like dates and size and a few words to remind me of interesting or important things in each paragraph."

"Land of Silver" — that's what Argentina means in the Spanish language. The name shows what the Spanish were looking for when they discovered the country four centuries ago. They did not find much silver — but their descendants have created a far richer treasure: huge herds of meat animals.

To feed these herds you must have grazing land. That's what Argentina has — thousands upon thousands of square miles of grassland. The Pampa: that's what Argentina's grassy prairie is called. The central part of Argentina is one huge unbroken plain with only a few trees, and no hills for hundreds of miles.

When the Spaniards came in the 1500's, the Pampa was a boundless, billowing sea of tawny-green grass. Now tracks of steel have tamed the Pampa. From Buenos Aires, the capital, railways jut into the Pampa like spokes of a giant wheel. Here and there along the tracks, cities have sprung up. Alfalfa and wheat and corn and flax grow where all was grass before. These crops and the great herds are the wealth of Argentina. Meat and grain together make up 95 per cent of Argentina's exports.

Argentina is one of the world's leading food producers. And nearly every Argentine's work is in some way connected with food. Those people who don't raise it are harvesting it, processing it, or transporting it, or shipping it abroad.

BEST COPY

Par. 1.—Arg.—"Silver land"—Spanish 4
cent. ago—found little silver—
herds treasure now
Par. 2.—Much grassland to feed herds—
Pampa—central part—plain

Jim is using these notes for an oral report, but you can see how they would help in making summaries. For example, he can expand the notes for Par. 1 into:

> "The name Argentina, in Spanish, means 'Silver Land.' The Spanish who came there four centuries ago found little silver. But Argentina has a treasure—its livestock herds."

Finish Jim's exercise. Make your own notes of the last two paragraphs.

Par. 3 ________________________________

Par. 4 ________________________________

You Improve with Practice

Probably you've heard the advice "Learn to swim by swimming." In other words, don't stand on the shore talking about how hard it is, but get into the water and practice. Do the same with note-taking. Try your skill by taking notes on another article from *Junior Scholastic* or *World Week.*

Then take notes on a section of your textbook. You'll probably find help in the author's use of heavy type and subtitles to emphasize important ideas.

Safeguarding Your Notes

If you make a habit of day-by-day note-taking for Social Studies, you are putting together your own review book. You have a written record of the main ideas gathered from your reading of the textbook and your discussions in class. Number or date each page of your notes. Keep them in a sturdy loose-leaf notebook.

Your Own Private System

Your notes are for your personal use. As you get better at note-taking, you'll develop your own special abbreviations. You'll learn to check dates, names, and numbers carefully before writing them into your notes. You may want to copy certain exact phrases. These are set down in quotation marks.

For the most part your notes are written in your own words to remind you of important ideas and facts.

Skill in taking notes will help you later when you are preparing a long written report or trying to get the important points from a speech or lecture.

Common X

Item Specification

Minimum ____________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 4.0 - STUDYING

Skill Area: 4.1 - Study habits

Skill: 4.1.2 - Outlining

Performance Indicator: 4.1.2.1 - The student will outline written material.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 4.1.2.1

GRADE 7

GRADES TAUGHT: 6 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.1.1, 4.1.3.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
First Course   Harcourt, Brace & Jovanovich, Inc.

OTHER RESOURCES:
Enjoying English 7, Wolfe, et. al.,   Random House
See attached sheets

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide partial outlines and have students fill in, gradually decreasing amount filled in.
2. Provide many opportunities and subject areas for practice.
3. Provide opportunities for small group comparison of outlines.
4. Gradually increase the selection size.

CHAPTER 4

How to Make Outlines That Organize

When a Student Needs an Outline

"That was a very good report in some ways, Diane," said Miss Ellis. "The story about the witch doctor got everyone interested right at the start. I think, too, that you gave us a good account of the work of Pasteur. Why did you wait until the end to mention William Harvey? He's too important to pass over in such a hurry. Also, you started to tell about microscopes in one place, left that subject for another, and came back to microscopes much later. You didn't organize. Let's see your outline."

Diane didn't have an outline. In the lower grades she'd been successful at making reports, for she was never boring. She talked well and always found an original way to introduce the subject. Now she has come to the time when to entertain is not enough. Reports must give information, and ideas must be so organized as to be remembered. Diane has to learn to organize her material.

Organizing Your Thoughts

Organization means putting together the things that belong together.

First think over what you are going to say or write. Asking yourself questions helps. What is my main topic? What different things do I want to tell about this topic? In what order? You have now begun to organize in your mind. Next you write down this organization of your ideas. That's where outlining comes in.

Outlines as Organizers

An outline is a diagram which places your ideas in order and indicates the importance of each idea. To put your subject into outline form, you must separate the subject into its two or more important parts.

Suppose you are reporting on *Life in Our New State of Hawaii.* What are you telling about that life? You may decide to explain the geographical conditions, tell of the origin and character of the people, and then describe outdoor living in Hawaii. You now have three main divisions: Topic I, Topic II, Topic III.

The first stumbling block for many pupils is the form of the outline. We'll start with a single paragraph from an article about the St. Lawrence Seaway which appeared in *Junior Scholastic.* Read the paragraph (below), then study the outline beside it.

Notice in this sample outline that:

Roman number I indicates the main topic.

Capital letters A and B indicate the two subdivisions of Topic I.

Arabic numbers 1, 2, 3 indicate subtopics of those divisions.

Small letters a and b are used when we need to divide a subtopic into its parts.

Indentations keep topics and subtopics in their proper places.

Most outlines deal with reports or articles much longer than a single paragraph. When we examine them, however, we see that the pattern of outlining is the same. Here is an outline of a textbook chapter (part of table of contents, *America and the World*, by Lansing, Chase, and Nevins. Copyright 1949 by D. C. Heath & Co.)

(Chapter) IV—People on the Move
- A. Opening up Canada
    - 1. Fur traders and explorers
    - 2. David Thompson and his map
    - 3. Mackenzie
        - a. North to the Arctic
        - b. West to the Pacific
- B. Out to Australia
    - 1. The founding of Sydney
    - 2. John Macarthur
    - 3. Squatters in Australia

Each of these topics and subtopics is large enough to cover several paragraphs in the history book. But you use the same system of outlining as you used for the single paragraph on the St. Lawrence Seaway. Divisions of the subject are indented. Subtopics are indented one step further. Numbers alternate with letters as you move down the scale—I, A, 1, a.

The outline clearly shows the main ideas in the chapter. And it shows which ideas are more important and which are less so.

A SAMPLE OUTLINE

The Canadian and United States governments talked for years of building the St. Lawrence Seaway before undertaking the job. There were many arguments against the project. It would cost a great deal. It would be useless during the four winter months, when ice chokes the river. Some railroad companies and U. S. east coast seaports opposed the idea. They feared they would lose business. There were strong arguments on the other side, too. The 45,000,000 Americans and Canadians who live in the St. Lawrence-Great Lakes region would have a "sea coast." They would profit by larger trade and by [illegible]

I. Canadian-American discussion of St. Lawrence Seaway.
- A. Arguments against Seaway.
    - 1. Cost
    - 2. Ice during winter months
    - 3. Fears of business loss
        - a. U. S. seaports
        - b. Railroads
- B. Arguments for Seaway
    - 1. "Seacoast" for Great Lakes-St. Lawrence region
    - 2. Increased profits

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Practice in outlining well-organized material makes you familiar with the ways of outlines. This is good preparation for outlining your own reports.

You've seen the system in operation. Now try your hand at finishing a partially made outline. Below is a portion of an article on "Indonesia–Poverty Amid Riches" which appeared in *World Week*. The first two sections of this article deal with:

I. The races of Indonesia.
II. Geography of Indonesia.

Topic III, *Living in Indonesia*, is partially outlined below. Look over the outline, then read the concluding part of this section and see whether you can finish the outline correctly—putting in subtopics where necessary.

III. Living in Indonesia
  A. Poverty
    1. Crowding
    2. Average income
  B. Agriculture
    1. Fertility of soil
    2. Climate
    3. Crops
      a. Rice
      b. Vegetables
  C. Rubber
    1. Large estates
    2. Export trade

D. ____________________

E. ____________________

F. ____________________

You will find the topics for D, E, and F in the following portion of the article.

Modern industry in Indonesia is not extensive. What there is includes factories making chemicals, textiles, paper, soap, and tires. Handicrafts, on the other hand, are well developed. Especially famous are the Indonesian batiks—fabrics decorated with beautiful and intricate designs.

Modern education has only recently begun in Indonesia. Since independence thousands of schools have been opened and since the people are naturally intelligent there has been considerable reduction of illiteracy. However, more than a quarter of the people are still unable to read and write. This lack of modern skills holds back progress in Indonesia. There are shortages of trained engineers and administrators. In the whole country there are only about 2,000 doctors.

Most Indonesians are of medium height with brown skins and black hair. In Java there are people whose ancestors have been civilized for thousands of years, while in Borneo there are savage Dyaks who still practice head hunting. Ninety per cent of the Indonesians are Moslems. Christians number about 3,000,000, largely in the eastern-most islands. There are also at least 2,000,000 Hindus.

Indonesians have the reputation of being among the world's most charming people. They are delighted to show visitors the traditional dances that have flourished, especially in Java and Bali, for centuries.

Outlining Your Own Material

Outlining can help you make clearer and better organized notes and reports. Separate your topic into its main divisions. Decide about the proper order for presenting the different parts. Also, you must recognize which items are important enough to be topics all by themselves, and which are subtopics of a main topic.

When you get through, look over your outline to make sure that there is no A without a B, no 1 without a 2, no small a that is not followed by a small b. Do you know why? Because you can't divide a subject into *one* part. If there's only one part it doesn't need dividing. Did you figure that one out?

TEST YOURSELF

Test 1—Turn to the table of contents of your Social Studies textbook and select a chapter or unit to be outlined. Write your outline here, making sure that your main topics, subtopics, and indentations are correctly placed.

Title—

I

II

III

Test 2—Select an article from *Junior Scholastic* or *World Week* and outline it here:

BEST COPY

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 4.0 STUDYING

Skill Area: 4.1 Study habits

Skill: 4.1.3 Skimming

Performance Indicator: 4.1.3.1 The student will skim written material for a specific purpose.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 4.1.3.1

GRADE 7

GRADES TAUGHT: 4 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.1.1, 4.1.2.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:

OTHER RESOURCES:

Karlen Robert, Teaching Reading in High School, 2nd edition, Bobbs-Merrill.
See attached sheets.

SUGGESTIONS FOR IMPLEMENTATION:

See attached sheets

Learning and Study Skills Center
University of California Riverside

INTRODUCTION TO SKIMMING AND SCANNING

SKIMMING is the ability to process large quantities of materials very fast in order to read for a specific purpose, the location of the main idea. In contrast, scanning refers to the ability to locate facts quickly.

SKIMMING - In order to skim for main ideas it is important to understand the author's writing pattern. Check summaries, and topic headings. Usually a textbook chapter contains only one or two major concepts and the rest is used to clarify.

SCANNING - The ability to scan for facts and details is a useful skill. Scanning will help you build up your technical vocabulary and make your reading easier. It will also aid you in situations like writing term papers where you have to process large numbers of pages to locate the facts that are most appropriate for your research.

LEARNING HOW TO SKIM AND SCAN Skimming for major ideas requires understanding the author's method of organizing materials, and recognizing his generalizations. Scanning requires practice in closing your mind to other distractions and looking for specifics. If you look for specific information you will probably be able to remember it, but may do poorly on other questions about the material. So determine your purpose before you begin to read.

WHAT DOES IT TAKE TO LEARN TO SKIM AND SCAN? First of all, you need the proper mental attitude. Some of the activities involved in learning to skim and scan may be difficult for you because they require you to change old habits and attitudes about reading. If you feel guilty about skipping words and sentences, you will have trouble skimming until you overcome this attitude. Second, you will have to concentrate harder, and you will not be able to let your thoughts roam. Third, you will have to be conscious of forcing yourself to work more rapidly than is comfortable for you and be constantly aware of time. Fourth, you will have to define specific purposes for reading and limit your reading to these purposes. Fifth, you will have to learn new techniques and practice them diligently.

SIX MYTHS ABOUT READING WHICH CAN HANDICAP YOU

Myth I

I have to read every word. Many of the words used in writing grammatically correct sentences actually convey no meaning. If, in reading, you exert as much effort in conceptualizing those meaningless words as you do important words, you limit not only your reading speed but your comprehension as well.

Myth 2

Reading once is enough. You should skim as rapidly as possible to determine the main idea and to identify those parts that need careful reading. Re-read more carefully those parts that need careful reading. Re-read more carefully to plug the gaps in your knowledge. You should be spending as much time as possible learning ideas, not processing words visually. Rather than assuming once is enough, or automatically re-reading, take a few seconds to quiz yourself on the material you have just read and then review those sections that are still unclear or confusing to you.

Myth 3

It is sinful to skip passages in reading. Sir Francis Bacon once said that some are to be nibbled or tasted, some are to be swallowed whole, and a few need to be thoroughly chewed and digested. Unfortunately, many teachers still insist that anything printed should be chewed and digested no matter how trivial the content. No wonder many people dislike reading! Set goals for your reading and test your ability to meet these goals. Rapid reading and skimming are not less desirable ways of processing printed materials when you are pressed for time, or a kind of compromise; they are skills which require you to examine critically your own purposes for reading and the value of the material you read.

Myth 4

Machines are necessary to improve my reading speed. Nonsense! The best and most effective way to increase your reading rate is to consciously force yourself to read faster. Machines are useful only as motivators. If you find yourself in need of a pusher, use a 3" by 5" card as a pacer, or use your hand, or your finger. However, there is one caution you should observe if you try this. Be sure that your hand or finger or card is used to push, not merely to follow your eyes.

Myth 5

If I skim or read too rapidly, my comprehension will drop. Many people refuse to push themselves faster in reading for fear they will lose comprehension. However, research shows that there is little relationship between rate and comprehension. Whether you have good comprehension depends on whether you can extract and retain the important ideas from your reading, not on how fast you read. If you "clutch up" when trying to read faster or skim and worry about your comprehension, it will drop because your mind is occupied with your fears and you are not paying attention to the ideas you are reading. If you concentrate on your purpose for reading --e.g., Locating the main ideas and details, and forcing yourself to stick to the task of finding them quickly, then both your speed and comprehension should increase.

Myth 6

There is something about my eyes that keeps me from reading fast. This belief is nonsense too, assuming that you have good vision or wear glasses that correct your eye problems. Usually it is your brain, not your eyes that slows you down in reading. Your eyes are capable of taking in more words than your brain is used to processing. If you sound out words as you read, you will probably read very slowly and have difficulty in skimming and scanning until you can break this habit.

STEPS TO FOLLOW IN SKIMMING FOR MAIN IDEAS

1. First read the title of the selection carefully. Determine what clues it gives you to what the selection is about. Watch for signal words like "causes", "results", "effects", etc, or those ("pros and cons") suggesting controversy.

2. Look carefully at headings and other organizational clues. These tip you off to what the author considers the main points he wants you to learn.

3. Watch for important points brought out by: major headings and subtitle, italicized words and phrases, points listed with numbers, and repetition of a point in slightly different words.

4. Read the first paragraph and the last paragraph.

5. If you haven't gotten the main idea, skim by reading the first sentence in each paragraph.

STEPS TO FOLLOW IN SCANNING

In scanning you are looking for specific details or words, or phrases. The key to success in scanning is locating these facts or terms quickly by looking, not reading.

1. Fix the term in your mind, then run your eyes quickly down the columns until you locate it. If you find yourself reading, say the phrase or fact over and over again to yourself as you move your eyes down the page.

2. Many students find it useful to have a 3" by 5" card as a pusher. Use it to push, not to follow your eyes.

3. Move your eyes straight down the center in narrow columns, or, with wider columns, make a Z shape, or focus on the right side of the page.

4. Look the whole page over and note headings, indentations, and italicized words. These may give you an idea of where the fact is located.

5. Remember that it is essential that you work quickly. If you are not moving at least 800 wpm, you are not scanning, you are reading.

6. The ultimate objective of scanning is the location of facts or terms. If you are doing this properly, your mind is not taking in other ideas. If you have the right mental set and work quickly enough, you will find that the words you are searching for will "pop out" of the print as if they were in boldface type.

REMEMBER: Concentrate on the phrase or fact you are looking for and move your eyes quickly down the page.

Adapted from Skimming and Scanning Improvement
by Martha J. Maxwell

PROCEDURES FOR REFINING READING FLEXIBILITY AND RATE

Aiding the reader in controlling his strategies for searching for information and using appropriate reading rates is an important part of a well rounded reading program. Two types of rate training are particularly valuable in helping students develop flexibility and efficiency in reading textbooks or using reference materials. The first type is *scanning* and the second is *skimming*.

Scanning is a very fast rate of reading used to obtain prespecified information. For example, the reader should know that he is looking for a word, topic, italicized term, scheme, date, or answer to a factual question that will be found in a phrase or statement. The reader should move his eyes very quickly over words, line by line, looking for a prespecified unit of information or cues to it. Once the unit or related cues are found, the reader reduces his rate and rereads the sentence before and after it. It is essential that the reader knows what he is looking for to benefit from the very fast scanning rate. This type of rate is useful for prespecified reading to find the parts of a text to answer cognitive memory questions; using a phone book; reading a transportation schedule, newspaper ads, or card catalog; and using the guide words in an encyclopedia, dictionary, or similar reference sources.

Skimming is a fast rate of reading employed to find the general idea of the material. That is, skimming most frequently is used to answer the question, "What is this about?" In contrast to scanning, the reader does not have a specific information unit in mind to be found. Consequently, it is a slower rate than scanning. Skimming is rapid reading to acquire general ideas rather than prespecified details. What and why might the reader skim? One of the most frequent applications of skimming is to preview the major titles and subtitles of a chapter. This may be done to get a general idea of what the chapter is about, to determine which topics are emphasized, or to decipher the organization of the topics in a textbook chapter.

When reading the front page of a newspaper, the reader may skim a particular article to find out who did what, when and where it happened, and why it happened. A skimming rate is particularly useful to rereading one or more paragraphs to establish the referent or meaning relationships between the major topic and the subtopics which refer to it. Contrary to what some experts have suggested, it does not appear that there is any basis for assuming that the reader can profitably use skimming to identify the main idea of a single expository paragraph, and especially, to identify more than one main idea across a series of paragraphs. Only if the material were very familiar would this likely be successful (Maxwell, 1973). However, it is very efficient to use a skimming rate for *rereading* one or more paragraphs to trace the relationships between identified stated main ideas and statements used to explain, elaborate, or qualify them

Item Specification

Commom x

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 4.0 STUDYING

Skill Area: 4.1 Study habits

Skill: 4.1.4 Scanning

Performance Indicator: 4.1.4.1 The student will scan to identify the purpose of written material.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 4.0 - STUDYING

Skill Area: 4.1 - Study habits

Skill: 4.1.5 - Summarizing

Performance Indicator: 4.1.5.1 - The student will summarize various written materials.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 4.1.5.1

GRADE 7

GRADES TAUGHT: 6 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.1.1, 4.1.2.1, 4.1.3.1, 4.1.4.1

TEXTBOOK REFERENCES:

OTHER RESOURCES:
See attached sheet

SUGGESTIONS FOR IMPLEMENTATION:

1. Model summarizing with overhead projector and vary types of selections.
2. Have student pair off to jointly write summarized materials.
3. Have student work in small groups to summarize material.
4. Provide many opportunities for practice.

THE SUMMARY

Today, people are coming to rely more and more on summaries to keep them informed of national and world events, of new inventions and discoveries, and of social and political situations which affect them directly or indirectly. They turn to radio and television broadcasts for commentaries on the news and for discussions of current problems. They buy magazines which provide summaries of articles, surveys, and speeches. They keep "up-to-date" on the latest books by reading digests and condensations. They continually refer to such standard reference books as encyclopedias and special dictionaries which offer concise and accurate summaries of information collected from many sources. The purpose of these and other summaries is to present whatever information is essential, and in a form that is both shorter and simpler than the original.

The summary you write should serve the same purpose. Whether it is a single paragraph in length, or several paragraphs, will depend on the selection being summarized. The number does not, however, have any relation to the number of paragraphs in the original selection. Rather, it is determined by the kind and amount of information you consider an essential part of your summary. As a rule, the length of a summary is about one-fourth—or less—the length of the original, *except* when the original is a long work, such as a book or a chapter of a book. The summary discussed here is the kind you would make of an article, essay, short biography, or excerpt from a work of nonfiction.

The original selection usually contains a wealth of material carefully chosen by the author to help you understand his ideas and share his thoughts, feelings, or experiences. You are faced, therefore, with the problem of condensing this material and, at the same time, retaining what is significant both in content and total effect. When you have extracted this, you must state it as clearly and accurately as you can in your own words. You are, in effect, saying to your reader, "Briefly, this is what the author said. . . ." You should not add comments of your own nor express opinions about the subject of the selection or the author's treatment of it. Your reader expects—and rightly—that your summary will contain nothing he could not also find in the original. He does not expect, however, that you will follow the original so closely that you are merely "parroting" what the author has said. This would be plagiarizing, not summarizing.

Before you can write a summary, you must thoroughly understand the original. First, give the entire selection a quick reading to discover what it is about—the general subject or theme—as well as the author's attitude and purpose. Also try to discover the plan he has followed in presenting his material—the number of main points or ideas he has chosen to cover and the order in which they are arranged. Second, give the selection a careful, analytical reading. As you come to each main point or idea, make sure you understand what the author wanted to convey. Phrase this in your own words and write it down on paper. Then go on to the next main point or idea, continuing the same procedure until you have reached the end of the selection. Third, using your notes as a guide, write a series of statements which, in the order of the original, provide a summary of the material you have read. Keep in mind that whether you are writing a single paragraph or several paragraphs, your reader will expect you to follow the rule of good paragraph structure. (For specific suggestions, see pages 81 to 86 of this *Handbook*.)

When you have completed the rough draft of your summary, you will want to make sure you have not omitted any ideas, impressions, or experiences which are essential. Therefore, check what you have written against the original. Wherever your summary is weak or incomplete, improve it by selecting ideas from the original that will "round it out." Then check each statement in your summary. Is it expressed so clearly and accurately that your reader will have no difficulty understanding what the author intended to convey? Wherever any changes are needed, be sure to make them. Then edit your rough draft carefully, revising sentences that are awkward or ungrammatical, adding transitions between sentences where they are needed, and correcting spelling and punctuation. When you are satisfied that your summary is a concise, accurate, and readable condensation of the original, make a final copy in ink.

Assignments

1. Write a summary of the main editorial in the Sunday edition of your favorite newspaper.

2. Choose a nonfiction selection from your anthology and write a brief summary of the author's main idea or theme.

3. Write a summary of a talk you heard recently on radio or television, at a meeting, or in a school assembly.

BEST COP

5.0 LISTENING

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 5.0 - LISTENING

Skill Area: 5.1 - Listening

Skill: 5.1.2 - Understanding and responding to oral presentations

Performance Indicator: 5.1.2.4 - After listening to a short narrative, the student will identify sequence of events.

Performance Mode: After listening to a short, taped narrative the student will select the correct sequence of events from four options.

Item Stem Characteristics: The item stem will consist of a selection on a taped recording of a short narrative. After it has been read, the verbal statement will be: "Turn to the responses and select the correct sequence of events."

Distracter Characteristics: The distracters will be events in improper order.

Example:

00. Directions: (to be read by test monitor in front of test group) "This is a listening question to test your ability to listen and remember sequence of events. Listen to the tape recording carefully. The recording is about a boy who worked at a drug store. The selection will be read only once. Remember to listen for sequence of events."

Stimulus: (see attached sheet)

Responses: (see attached sheet)

A.

B.

C.

D.

STIMULUS:

5.1.2.4

They were closing the drugstore, and Alfred Higgins, was putting on his coat and getting ready to go home. Sam Carr, who owned the drugstore, looked up and said softly, "Just a moment, Alfred. One moment before you go."

"What is it, Mr. Carr?" he asked. "Maybe you'd be good enough to take a few things out of your pocket and leave them here before you go," Sam Carr said. "What do you mean? Do you think I'm crazy?" Alfred blustered and his face got red. He took out a blue compact and two tubes of toothpaste and a lipstick, and he laid them one by one on the counter. "This is the first time I ever took anything." he said.

Turn to the responses and select the correct sequence of events.

5.1.2.4

RESPONSES:

A.

1. He laid the items on the counter.
2. Mr. Carr told Alfred to empty his pockets.
3. Alfred's face became red and he said, "What do you mean?"

B.

1. Mr. Carr told Alfred to empty his pockets.
2. Alfred's face became red and he said, "What do you mean?"
3. He laid the items on the counter.

C.

1. He laid the items on the counter.
2. Alfred's face became red and he said, "What do you mean?"
3. Mr. Carr told Alfred to empty his pockets.

D.

1. Alfred's face became red and he said, "What do you mean?"
2. Mr. Carr told Alfred to empty his pockets.
3. He laid the items on the counter.

correct response: B

PERFORMANCE INDICATOR 5.1.2.4

GRADE 7

GRADES TAUGHT: NONE

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.3.2.1 - 6.5.1.1 - 8.5.4.2 - 7.1.4.2

TEXTBOOK REFERENCES:
NONE

OTHER RESOURCES:

1. "Tuning In: Learning to Listen". Burr, Ed. Xerox Communication Series
2. The World of Sound - records from high school.
3. Specific Skill Series - Detecting Sequence of Events, Books "F" and "G" Boning, Ed. Barnell Loft, Ltd.
4. Language Variation: Oral Communication Activities. Grade 7-12, San Diego City Schools.
5. Developmental and Remedial Reading in Middle Grades, Warner, Ed. Harcourt Brace Co.
6. Costume Shoppe Connection and The Dapple Gang. Economy Reading Series.

SUGGESTIONS FOR IMPLEMENTATION:

1. Having students read aloud their compositions and/or literature and poetry selections could aid efficienty in instruction in this strand.
2. Perhaps an oral report on a "current event" could be used.
3. Use directions for class or homework assignments given orally to test listening.
4. Tapes of televised drama, sports or news stories using only the audio could be used; then, re-play it with video on, so students could match their perceptions to events which really occurred.
5. Students could play game of "Add-A-Thought". One student starts story, each student repeats what has been said and adds on one more event. See how long story can become before break-down in correct sequencing occurs.
6. For quizzes and tests: short stories may have to be edited to lend themselves to a one to three minute tape recording.
7. The speech strand activities as giving directions of "how to do or how to make" something seem to lend themselves to this indicator, also.

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 5.0 - LISTENING

Skill Area: 5.1 - Listening

Skill: 5.1.2 - Understanding and responding to oral presentations

Performance Indicator: 5.1.2.5 - After listening to a short narrative, the student will identify the main idea.

Performance Mode: After listening to a short, taped narrative the student will select the main idea from the options.

Item Stem Characteristics: The item stem will consit of a selection on a taped recording of a short narrative. After it has been read, the verbal statement will be: "Turn to the responses and select the one that is the main idea."

Distracter Characteristics: The distracters will be ideas which are not main ideas.

Example:

00. Directions: (to be read aloud by test monitor to test group) "This is a listening question to test your ability to listen for the main idea. The selection will only be read once. Listen to the selection carefully and then determine the main idea.

Stimulus: (see attached script for tape recording)

Responses:

A. Who invented the telephone.

B. Who first answered the telephone.

C. Who first answered "Hello".

D. How the telephone is used.

correct response: C

SCRIPT:

5.1.2.5

In the early days of the telephone, people answered by asking, "Are you ready to talk?" or "Are you there?" The first person to answer with the word "Hello" is believed to have been Thomas Edison. This simple greeting immediately became popular. The only exception occurred during World War II. To save time, the U. S. War Department insisted that its employees answer with their names.

Turn to the responses and select the one that is the main idea.

PERFORMANCE INDICATOR 5.1.2.5

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.3.1.5 - 6.3.2.3 - 7.2.4.1 - 8.4.2.4 - 8.5.4.3 - 8.6.2.2

TEXTBOOK REFERENCES:
NONE

OTHER RESOURCES:

1. Specific Skill Series: Getting The Main Idea, Books "D", "E", "F" and "G". Boning, Ed. Barnell Loft, Ltd.
2. Thought Vault: Annotated Teacher's Guide. Economy Reading Series.

SUGGESTIONS FOR IMPLEMENTATION:

1. The Specific Skill Series material is set up with a short narrative followed by multiple-choice options.
2. Having students read aloud literature and poetry selections which lend themselves to the performance indicator could aid efficiency of instructions.
3. Reading aloud "current events" perhaps could be used.

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 5.0 - LISTENING

Skill Area: 5.1 - Listening

Skill: 5.1.3 - Understanding and responding to fact vs. opinion

Performance Indicator: 5.1.3.3 - The student will differentiate fact from opinion after listening to a sales presentation.

Performance Mode: After listening to a taped sales presentation, the student will select from the list of items either a fact among several opinions or an opinion from among several facts.

Item Stem Characteristics: The item stem will consist of a taped sales presentation appropriate for seventh graders. After it has been read, the student will follow directions on the tape and turn to the responses.

Distracter Characteristics: The distracters will be facts when the students are directed to choose an opinion or the distracters will be opinions when the students are directed to choose a fact.

Example:

00. Directions: (to be read aloud by test monitor to test group) "This is a listening question to test your ability to distinguish fact from opinion in an oral sales presentation. The selection will only be read once. Listen to the selection carefully and then choose the statement which is a fact."

Stimulus: (see attached sheet for script for tape recording)

Responses:

A. It's a real bargain for swinging teens like you.

B. Be someone your friends look forward to seeing.

C. Get in the swing of things! Join in the fun!

D. The large, economy size is on sale for 89 cents.

correct response: D

SCRIPT:

.5.1.3.3

Get in the swing of things! Join in the fun! Be someone your friends look forward to seeing! Use NO-SMELL under arm deoderant! The large economy size is on sale for 89 cents. It's a real bargain for swinging teens, like you!

Turn to the responses and select the statement that is a fact.

PERFORMANCE INDICATOR 5.1.3.3

GRADE 7

GRADES TAUGHT: 7 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.3.2.3 - 6.5.4.1 - 6.5.3.3 - 7.2.4.1

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. Critical Thinking: Book One. Harnadek, Midwest Publications.
2. Resource book for Linescapes, Spendrift and Trajectories. Economy Reading Series.
3. 11th Grade English Review Booklet. "Advertising, Fact and Opinion".
4. The Costume Shoppe Connection, Annotated Teacher's Edition. Economy Reading Series.
5. Is That Mother in the Bottle? Loft, Harcourt, Brace, Inc.

SUGGESTIONS FOR IMPLEMENTATION:

1. Discuss properties of a fact and an opinion, noting subtle differences which may exist in certain propaganda techniques of advertising.
2. Have students discuss connatation of "positive" and "negative" words in our culture; "hot", for instance can be used in a positive, negative or neutral manner.
3. Students could create their own advertisements or sales pitches for products they'd purchase and read them aloud to classmates, i.e. candy bars, bicycles, tennis shoes, skateboards, etc.
4. Students could write sales pitches to "sell" others on their school, favorite sports team, favorite class or hobby.
5. Students could bring advertisements or want-ad columns and review facts and opinions in print, also, or observe taped advertisements on televidion as a homework assignment.
6. Finding a fact among several opinions is easier at seventh grade.

6.0 WRITTEN EXPRESSION

Item Specification

Commom __________

Minimum X

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.2 - Graphics

Skill: 6.2.I - Understanding and using basic punctuation

Performance Indicator: 6.2.1.4 - The student will provide commas to separate parts of a compound sentence.

Performance Mode: Given four sentences, the student will select the one that is a correctly punctuated compound sentence.

Item Stem Characteristics: The item stem will direct the student to select the compound sentence that is correctly punctuated.

Distracter Characteristics: The distracters will be run-on sentences or other incorrectly punctuated compound sentences.

Example:

00. Directions: Mark the sentence which is a correctly punctuated compound sentence.

Stimulus:

Responses:

A. I took along sandwiches and cokes were furnished.

B. We took the freeway: and they took the back roads.

C. The mechanic found the trouble he couldn't fix it.

D. The bell rang at one o'clock, but almost no one was in class.

PERFORMANCE INDICATOR 6.2.1.4

GRADE 7

GRADES TAUGHT: 5-7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.5.2.2, 9.5.5.1

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES.

Any basic grammar handbook or workbook.

Sentence Combining, William Strong.

SUGGESTIONS FOR IMPLEMENTATION:

9.5.5.1 refers to joining two sentences using coordinating conjunctions. The two indicators could be taught concurrently.

1. Have students use sentence combining techniques to develop compound sentences.
2. Provide compound sentences without the comma. Have students fill in comma in correct space.
3. Have students create games about the correct use of the comma.

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 Written Expression

Skill Area; 6.2 Graphics

Skill: 6.2.1 Understanding and using basic punctuation

Performance Indicator: 6.2.1.8 The student will provide apostrophes to show possessive case.

Performance Mode: Given four choices, the student will select the correct possessive form.

Item Stem Characteristics: The item stem will direct the student to select the correct possessive form.

Distracter Characteristics: The distracters will be incorrect possessive forms.

Example:

00. Directions: Select the correct possessive form for the sentence below.

Stimulus: The ______ dress was yellow and white.

Responses:

A. girls

B. girls'

C. girl'

D. girl's

(D)

PERFORMANCE INDICATOR 6.2.1.8

GRADE 7

GRADES TAUGHT: 2 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.1.4, 9.3.2.3, 9.6.3.4, 9.6.4.1, 9.6.4.2

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course

OTHER RESOURCES:

Any basic Grammar Handbook or Workbook.
Student Writing.

SUGGESTIONS FOR IMPLEMENTATION:

1. 9.3.1.4 and 9.3.2.3. refer to possessive forms of personal and relative pronouns. Student error often is to use apostrophe to make these forms. Cross emphasis could be made.
2. 9.6.3.4 refers to making plurals of numbers and letters. Since this plural form does use the apostrophe, specific attention should be drawn to this variable.
3. 9.6.4.1 refers to forming possessives of nouns. This is a direct cross-over to 6.2.1.8.
4. 9.6.4.2 refers to forming possessives of indefinite pronouns. Student error often is complete omission of the apostrophe in this case.
5. At some point, these 6 indicators should be combined for student "sorting out" purposes.
6. Have students work in groups to check errors.

Item Specification

Commom X

Minimum

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The paragraph

Skill: 6.3.1 Understanding the structure

Performance Indicator: 6.3.1.1 The student will provide indentations and margins.

Performance Mode: Will combine with indicators 6.3.1.3, 6.3.1.4, and 6.3.1.5 in a writing sample and a rubric. See 6.3.1.5 for material.

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 6.3.1.1

GRADE 7

GRADES TAUGHT: 6 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.3.1.3, 6.3.1.4, 6.3.1.5

TEXTBOOK REFERENCES:
Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Apply to the actual writing project of 6.3.1.5
2. Have one or two papers examined and revised only for indentations and margins in small groups.
3. Examine models and note margins and indentations.

Item Specification

Common ________
Minimum X

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.1 - Understanding the structure

Performance Indicator: 6.3.1.2 - The student will identify the topic sentence.

Performance Mode: After reading a paragraph, the student will select, from 4 choices, the correct topic sentence.

Item Stem Characteristics: The item stem will direct the student to select the topic sentence.

Distracter Characteristics: The distracters will be other sentences from the paragraph.

Example:

00. Directions: Read the following paragraph. Which sentence is the topic sentence?

Stimulus: (1)People should walk in the rain. (2)I love to walk in the rain. (3)People who don't, do not know what they are missing. (4)If you wear the right clothes, you can keep dry. (5)If you really look around, you can see many interesting things. (6)Walking in the rain is really fun.

Responses:

A. 3

B. 5

C. 4

D. 1

correct response: D

PERFORMANCE INDICATOR 6.3.1.2

GRADE 7

GRADES TAUGHT: 2 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

Any parapraphs, particularly paragraphs of exposition, from reading level sources could serve as practice material.

Student Writing.

SUGGESTIONS FOR IMPLEMENTATION:

1. Student should have much practice in identifying topic sentences in given paragraphs. Although generally the topic sentence will be the first sentence of the paragraph, practice should include paragraphs with topic sentence at end and in the middle.
2. Since this is a minimum, thorough practice must be given.
3. Use a variety of subject matter materials if possible: social studies, consumer information, etc.
4. Have students examine student writing and identify topic sentences.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The Paragraph

Skill: 6.3.1 Understanding the structure

Performance Indicator: 6.3.1.3 The student will write topic sentences with direct, focused controlling ideas.

Performance Mode: Will combine with 6.3.1.1, 6.3.1.4, and 6.3.1.5 in a writing sample and a rubric. See 6.3.1.5 for material.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 6.3.1.3

GRADE 7

GRADES TAUGHT: 6 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.2

TEXTBOOK REFERENCES:
Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Students could have considerable practice on lists of topic sentences in which the student could identify the controlling idea: Spelunking is a dangerous hobby.

2. Students could also be given topical sentences which are faulty because they do not contain controlling ideas. Student could rewrite the sentence giving it a definite controlling idea.

   Examples: Every man has his rights. (Too general)
   Every man has the right to earn a living.

   Science is good. (no control suggestion)
   Science is necessary for man's survival.

3. Have students write several topic sentences and share them with their response groups to check for direct, focused controlling ideas.

4. Use student paragraph writing to examine and evaluate topic sentences.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The paragraph

Skill: 6.3.1 Understanding the structure

Performance Indicator: 6.3.1.4 The student will write sentences which develop the controlling idea.

Performance Mode: Will combine with 6.3.1.1, 6.3.1.3, and 6.3.1.5 in a writing sample and a rubric. See 6.3.1.5 for material.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 6.3.1.4

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.3, 6.3.1.5

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION: Over-all involvement with skill 6.3.1 "Understanding the Structure" of the paragraph.

1. Give the students model topic sentences and develop thecontrolling idea as a large group.
2. Allow the students to practice #1 above individually. Share outstanding paragraphs with class.
3. Have students evaluate and revise their paragraphs in small groups.
4. Have students write their own paragraphs and repeat #3 above.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The Paragraph

Skill: 6.3.1 Understanding the structure

Performance Indicator: 6.3.1.5 (Combines with 6.3.1.1, 6.3.1.3 and 6.3.1.4) The student will write a concluding sentence restating or summarizing the controlling idea.

Performance Mode: Given a specific prompt, the student will generate a paragraph in direct response to that prompt.

Item Stem Characteristics: The item stem will consist of directions to read the prompt and to make a direct and specific response to that prompt.

Distracter Characteristics: Not applicable - student generated response

Example:

00. Directions: Write a paragraph in response to the statement below. Be sure your paragraph does the following:

1. Is a direct response to the statement.
2. Has correct margins and indentation.
3. Has a definite, direct topic sentence.
4. Has enough sentences to develop the topic sentence.
5. Has a definite concluding (clincher) sentence.

(Note: Be careful with word use, punctuation, and sentence structure.)

Stimulus: Your mother has gone shopping, leaving the kitchen spotless. After winning a basketball game, you invite friends to help themselves to whatever food and drink they can find. After an hour of "destroying" the kitchen, everyone leaves without bothering to clean up. Describe the room including all the details that make this room a mess. This paper must be written from the camera viewpoint - no personal references.

Correct Response: Rubric attached

GRADE 7: RUBRIC FOR 6.3.1.5

(Includes 6.3.1.1, 6.3.1.3, 6.3.1.4)

SCORE OF 0 - Irrelevant to the prompt or no response.

SCORE OF 1 - Writer does all or most of the following:
1. Does not indent or provide proper margins.
2. Does not have a definite topic sentence.
3. Topic is minimally developed.
4. Does not have a definite concluding sentence
5. Obscures understanding through serious faults in the basic conventions of writing.

SCORE OF 2 - Writer does all or most of the following:
1. Careless in providing indentation and margins.
2. Topic sentence is obscure.
3. Topic is inadequately developed.
4. Concluding sentence is obscure.
5. May often violate basic conventions of written English, but such errors do not seriously impair reader's understanding of the paper.

SCORE OF 3 - Writer does all or most of the following:
1. Provides acceptable indentation and margins.
2. Topic sentence is adequately stated.
3. Topic is adequately developed.
4. Concluding sentence is adequately stated.
5. Commits relatively few violations in basic conventions.

SCORE OF 4 - Writer does all or most of the following:
1. Indentation and margins are correct.
2. Topic sentence is clear and direct.
3. Topic is fully developed.
4. Concluding sentnce is clear and direct.
5. Commits few violations in basic conventions.

PERFORMANCE INDICATOR 6.3.1.5

GRADE 7

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.1, 6.3.1.3, 6.3.1.4

TEXTBOOK REFERENCES: Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION: A part of the over-all basic structure of the paragraph.

It is at this point that the student meets requirements of paragraph structure.

1. Give students model paragraphs with concluding sentence missing. Have students fill in missing sentence.
2. Have students write their own paragraphs and leave off concluding sentences. Have students write suggested concluding sentences in small groups.
3. Give students model paragraphs and examine the concluding sentences.
4. Students should be made aware of the rubric.
5. Students should also be carefully instructed to exactly follow a prompt.

Item Specification

Common ______

Minimum __X__

ontent Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.2 - Writing various types of paragraphs

Performance Indicator: 6.3.2.1 - The student will write a narrative paragraph.

Performance Mode: Given a specific prompt, the student will generate a written response to that prompt.

Item Stem Characteristics: The item stem will direct the student to write a paragraph following the requirements of the prompt.

Distracter Characteristics: No distracters-student generated response.

Example:

00. Directions: Carefully read the prompt below. Then write a narrative paragraph following the prompt. Be sure you have enough events to make your story interesting and have your events in a logical order.

Stimulus:

Imagine that you have just had a busy afternoon. Now you are going to write telling your classmates what happened during that afternoon.

Before you start writing, you might want to think about what made the afternoon so busy. Think about how the afternoon began and what you did during the afternoon ended.

Now write your paragraph, telling your classmates what happened during your busy afternoon.

RUBRIC NARRATION

4 More Than Adequate Response

ORGANIZATION: The paper is well organized, with a clear beginning and end. The reader moves smoothly from idea to idea.

SEQUENCING: All events are clearly and appropriately sequenced.

ELABORATION: Ample elaboration is provided for events.

MECHANICS: Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

3 Adequate Response

ORGANIZATION: The paper is organized, with a beginning and an end. The reader encounters no major obstacales in moving from idea to idea.

SEQUENCING: Most events are clearly and appropriately sequenced.

ELABORATION: Some elaboration is provided for events.

MECHANICS: Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

2 Less Than Adequate Response

ORGANIZATION: The paper does not seem organized. It may not have a beginning or an end. The reader has difficulty in moving from idea to idea.

SEQUENCING: Some event are inappropriately sequenced.

ELABORATION: Minimal elaboration is provided for events.

MECHANICS: Grammatical and mechanical errors are frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION: The paper has little sense of organization. There is no real beginning or end. The reader has major problems in following the response.

SEQUENCING: Most events are imappropriately sequenced.

ELABORATION: Almost no elaboration is provided for events.

MECHANICS: There are numerous grammatical and mechanical errors, detracting significantly from the meaning of the response.

0 Unacceptable Response

No response

Response off the prompt

PERFORMANCE INDICATOR 6.3.2.1

GRADE 7

GRADES TAUGHT: 5 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.1 to 6.3.1.4

TEXTBOOK REFERENCES:
Warriner, English Grammar and Composition, Heritage Edition, First Course

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students examine several narratives, including narratives by real historical people (such as slave narratives.)
2. Model a narrative paragraph on the overhead projector.
3. Give students a prompt to which to write and have them discuss in response groups whether they met the prompt.
4. Be sure students understand the rubric for a narrative paragraph.
5. Share excellent student examples and point out reasons for excellence.
6. Rubric for narration included.

Item Specification

Commom ___X___

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.2 - Writing various types of paragraph

Performance Indicator: 6.3.2.2 - The student will write a descriptive paragraph.

Performance Mode: Given a specific prompt, the student will generate a written response to that prompt.

Item Stem Characteristics: The item stem will direct the student to write a paragraph following the requirements of the prompt.

Distracter Characteristics: No distracters-student generated response.

Example:

00. Directions: Think of a Thanksgiving dinner you have seen. Picture it in your mind. Let all the objects, smells, tastes, colors come back to you. Write a paragraph of description of this Thanksgiving dinner for someone who has never eaten one. Be sure to give as much sensory detail as you can so your reader can really see and experience the dinner you are describing.

BEST COPY

PERFORMANCE INDICATOR 6.3.2.2

GRADE 7

GRADES TAUGHT: 6 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

Charles Cooper

SUGGESTIONS FOR IMPLEMENTATION:

1. Reminder that this activity is a minimum at grade 8. Student needs much practice in reading and responding to prompts and in understanding the rubric for this kind of writing.
2. Share models of descriptive paragraphs with students.
3. Have students work in small groups to edit and revise descriptive paragraphs.
4. Have students utilize visualization techniques to aid in their descriptive writing.

RUBRIC: DESCRIPTION

4 More Than Adequate Response

ORGANIZATION: The paper is well organized, with a clear beginning and end. The reader moves smoothly from idea to idea.

SENSES: As many of the five senses as possible are used in the description.

DETAILS: Many specific details are used. These details are vivid, varied, and original.

COMPLETENESS: The response presents a complete description of its subject.

MECHANICS: Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

3 Adequate Response

ORGANIZATION: The paper is organized, with a beginning and an end. The reader encounters no major obstacles in moving from idea to idea.

SENSES: Several senses are used in the description.

DETAILS: Quite a few specific details are used. Most of these details are original rather than trite.

COMPLETENESS: The response is a reasonably complete description of its subject.

MECHANICS: Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

2 Less Than Adequate Response

ORGANIZATION: The paper does not seem organized. It may not have a beginning or an end. The reader has difficulty moving from idea to idea.

SENSES: There is only limited use of senses.

DETAILS: Only a few specific details are used. In general, these details are trite rather than original.

COMPLETENESS: The response presents an incomplete description of its subject.

MECHANICS: Grammatical and mechanical errors are frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION: The paper has little sense of organization, with no real beginning or end. The reader has major problems in following the idea.

SENSES: There is almost no use of the senses.

DETAILS: Only very general, trite details are used.

COMPLETENESS: The response presents a fragmentary description of its subject.

MECHANICS: There are numerous grammatical and mechanical errors detracting significantly from the meaning of the response.

0 Unacceptable Response: No response.
Response off the prompt.

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The paragraph

Skill: 6.3.2 Writing various types of paragraphs

Performance Indicator: 6.3.2.3 The student will write an expository paragraph.

Performance Mode: Given a specific prompt, the student will write a paragraph of exposition following that prompt.

Item Stem Characteristics: The item stem will direct the student to write a paragraph of exposition following a given prompt.

Distracter Characteristics: No distracters - student generated response

Example:

00. Directions: Write a report for your class explaining how to take care of house plants. Think about the basic needs of house plants and how to take care of those needs. Be sure to include enough information to explain the topic thoroughly. Keep the paper well organized with a beginning and an end. Write your paragraph, explaining clearly so the reader can easily understand your procedure for caring for house plants.

RUBRIC: EXPOSITION

4 More Than Adequate Response

ORGANIZATION: The paper is well organized, with a clear beginning and end. All of its content is structured appropriately. The reader moves smoothly from idea to idea.

CLARITY OF EXPOSITION: All information is explained clearly.

CONTENT: The response contains enough information to explain the topic thoroughly.

MECHANICS: Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

3 Adequate Response

ORGANIZATION: The paper is organized, with a beginning and an end. Its content is generally structured appropriately. The reader encounters no major obstacles in moving from idea to idea.

CLARITY OF EXPOSITION: All information is explained clearly.

CONTENT: The response contains enough information to explain the topic sentence adequately. Little or no unnecessary information is included.

MECHANICS: Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

2 Less Than Adequate Response

ORGANIZATION: The paper does not seem organized. It may not have a beginning or an end. Its content may not be structured appropriately or consistently. The reader had difficulty in moving from idea to idea.

CLARITY OF EXPOSITION: Large portions of the information presented may be difficult to understand

CONTENT: The response contains insufficient information to explain the topic adequately. Quite a bit of unnecessary information may be included.

MECHANICS: Grammatical and mechanical errors may be frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION: The paper has little sense of organization. There is no real beginning or end. The paper content lacks an appropriate structure. The reader has major problems in following the response.

CLARITY OF EXPOSITION: Most of the information presented may be difficult to understand.

CONTENT: The response contains very little information that explains the topic. A great deal of unneccessary information may be included.

MECHANICS: There are numerous grammatical and mechanical errors, detracting significantly from the meaning of the response.

0 Unacceptable Response:

No response
Response not on prompt.

PERFORMANCE INDICATOR 6.3.2.3

GRADE 7

GRADES TAUGHT: 7 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

Charles Cooper

SUGGESTIONS FOR IMPLEMENTATION:

1. Grade level textbook does not specifically instruct in the expository paragraph. However, Chapter 17 on "Structure and Development" of the paragraph primarily uses the expository mode.
2. Since this will be a minimum at grade 9, students should begin reading and responding to definite prompts, and they should understand and write to the specific rubric for expository writing.
3. Show models of outstanding expository paragraphs written by students.
4. Model an expository paragraph on an overhead projector.
5. Have students read expository paragraphs in response groups and revise accordingly.

Item Specification

Commom ___x___

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 -The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.1 - The student will write paragraphs that have unity.

Performance Mode: Measured in Indicator 6.3.2.2.

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

PERFORMANCE INDICATOR 6.3.3.1
GRADE 7

GRADES TAUGHT: 7-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.2-- The student will write paragraphs that have distinct order.

Performance Mode: Measured in Indicator 6.3.2.2.

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

PERFORMANCE INDICATOR 6.3.3.2

GRADE 7

GRADES TAUGHT: 7-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.2.2

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.3 - The student will write paragraphs that have coherency.

Performance Mode: Measured in Indiciator 6.3.2.2

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

PERFORMANCE INDICATOR 6.3.3.3

GRADE 7

GRADES TAUGHT: 7-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.2.2

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 -WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.4 - Ways of development

Performance Indicator: 6.3.4.1 - The student will develop a paragraph by details.

Performance Mode: Teacher Observation.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.4.1

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.5, 6.3.2.3, 6.3.2.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, First Course

OTHER RESOURCES:

Enjoying English 7

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students cluster details that support a controlling idea.
2. In a large group have students select the most appropriate details and write them in sentence form.
3. Model writing, supporting details on an overhead projector.
4. Have students read around detail sentences in their response groups.
5. Provide plenty of opportunity to write paragraphs that are developed by details.

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.6 - Expressive writing

Skill: 6.6.1 - Understanding the characteristics of expressive writing

Performance Indicator: 6.6.1.1 - The student will write poetry

Performance Mode: Teacher Observation

Item Stem
Characteristics:

Distracter
Characteristics:

Example:
00. Directions:

PERFORMANCE INDICATOR 6.6.1.1

GRADE 7

GRADES TAUGHT: 3 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 8.5.1.1 through 8.5.4.3

TEXTBOOK REFERENCES:

OTHER RESOURCES:

Koch, Kenneth, Wishes, Lies and Dreams, Chelsea House

Koch, Kenneth, Rose, Where Did You Get That Red? Chelsea House

SUGGESTIONS FOR IMPLEMENTATION:

1. This skill should be taught in conjunction with Skills 8.5.3 and 8.5.4.
1. Give student an opportunity to "model" selected poems.
2. Have students write "formula" poems such as "Hink Pinks," "Cleriherris," "I Remember," "Diamantes," "Cinquains" and "Harkus," and song parodies.
3. Publish class writing in a booklet.
4. Have students make recordings of their poems to share with the class.
5. Have students illustrate their poem, or interpret the feeling of their poem through art or photographs.
6. Provide many activities in the development of figurative language.

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.6 - Expressive writing

Skill: 6.6.1 - Understanding the characteristics of expressive writing

Performance Indicator: 6.6.1.2 - The student will write short narratives.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.6.1.2

GRADE 7

GRADES TAUGHT: 2 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 8.3.1.1 8.3.1.2, 8.3.2.3, 8.4.1.2, 8.4.1.3, 8.4.2.1, 8.4.2.2, 8.4.2.3, 8.4.2.4

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition, First Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students read several short narratives and examine characteristics in a large group discussion.
2. Have students cluster plot and then put into sequential order.
3. Have students "read around" stories in their peer response books and ask for suggestions.
4. Publish short narratives in a class book.

7.0 SPEAKING

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 7.0 - SPEAKING

Skill Area: 7.1 - Mechanics of speaking

Skill: 7.1.1 - Understand the mechanics of speech

Performance Indicator: 7.1.1.1 - The student will practice clear, audible, and appropriate speech.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.1.1.1

GRADE 7

GRADES TAUGHT: K - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
2.3.2.2. - 2.4.2.1 - 2.4.2.2. - 3.1.2.5 - 3.1.2.7 - 7.2.4.1

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. "Language Levels" MAL Publication
2. Phrase and Word Origins. Heald, Ed. Harcourt and Brace, Pub.
3. A dictionary
4. School nurse
5. Speech therapist

SUGGESTIONS FOR IMPLEMENTATION:

1. To test the "clear, audible" speech section of the indicator, it is suggested that the telephone kit from Bell Telephone Co. might be used or tape recording the student's voice might be done.

2. Vocabulary study, as well as using a Thesaurus, should aid in student's word choice.

3. Discuss with students the colloguial pronunciation of words in America and influences of television to modify differences.

4. Discuss pronunciation of words with silent letters, such as "often" and use of a double negative such as "irregardless".

Item Specification

Commom X

Minimum

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.2 - Speaking for a variety of audiences and purposes

Performance Indicator: 7.2.2.3 - The student will present and exchange ideas in a discussion.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.2.3

GRADE 7

GRADES TAUGHT: 5 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
NONE

TEXTBOOK REFERENCES:
NONE

OTHER RESOURCES:
1. 38 Basic Speech Experiences. Carlile Ed., Clark Pub. Co.
2. Grammar and Composition, Grade 10. Warriner, Harcourt and Brace
3. The Teaching of Speech. Weaver. Prentice - Hall, Inc.
4. Speech: Principles and Practice. Frost. Scott, Foreman and Co.
5. Discussion. Library of Congress.

SUGGESTIONS FOR IMPLEMENTATION:
1. The Discussion booklet mentioned above addresses itself to ten discussion skills and exercises for improving these skills, ranging from "getting acquainted" to "responding" to "other contributions" to "arriving at a consensus."

Item Specification

Conmom X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.1 - The student will select appropriate speech topics for informing and demonstrating.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.1

GRADE 7

GRADES TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
NONE

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. Speech: Principles and Practice. Frost. Scott, Foresman and Co.
2. The Teaching of Speech. Weaver. Prentice-Hall Inc.
3. Basic Speech Experiences. Carlile, Ed. Clark Pub. Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Use of "clustering" techniques will help in generating ideas.
2. Each student could be responsible for listing three speech subjects as homework; collect the next day and review the topics before allowing students to draw them from a hat.
3. San Diego Writing Project lists for composition might lend themselves to this indicator.

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.2 - The student will use correct outlining procedures for formal speeches.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.2

GRADE 7

GRADES TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.4.1.1. - 6.4.1.2 - 6.5.4.1 - 6.5.4.2 - 6.5.4.3 - 4.1.2.1

TEXTBOOK REFERENCES:
Grammar and Composition, First Course. Warriner, Harcourt, Brace

OTHER RESOURCES:

1. All the other levels of Warriner's Grammar and Composition courses.
2. 38 Basic Speech Experiences. Carlile, Ed. Clark Publishing Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Though we adopted this performance indicator 7 - 11, formal outlining for public speaking isn't suggested until ninth grade, but outlining written material is an indicator under the studying strand, grades 6 - 8. The suggestion is that there is a large step between outlining already written material and generating an outline from the student's own disorganized thoughts.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.4 - Presenting speeches

Performance Indicator: 7.2.4.1 - The student will present a speech to inform, to demonstrate, or to persuade.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.4.1

GRADE 7

GRADES TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
5.1.2.4 - 5.1.2.5 - 6.3.2.1

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. Reader's Theatre Series. Mattoeni, Ed. The Economy Co.
2. 100 Reader's Theatre Scripts Room One, S.M.H.S.

SUGGESTIONS FOR IMPLEMENTATION:

1. While the performance indicator is quite broad, it is suggested that grade 7 may begin speech activities with oral reading, commonly called "Reader's Theatre." Students at this grade level are quite intrigued with dramatic literature and the scripts allow for the shy youngster, as well as the extrovert, since the script versatility usually includes main and lesser characters as well as "chorus" members. Students need not necessarily stand before their peers during practice. Large numbers of people may be accommodated by a single script; after rehearsal, performing for other classes is a rewarding experience.
2. Language level in scripts can be adapted to student's vocabulary.
3. Scripts range from traditional, well-loved stories such as "Johnny Pie and the Fool-Killer" to humorous "Charlie Brown" comedy scripts.
4. Scripts can easily be adapted from most literature, poetry, or ballads by instructor and/or students.
5. A wide range in script sophistication allows for the diversity of social and emotional development among class members.
6. This indicator also parallels a seventh grade performance indicator in written expression of narrative paragraph composition; combining the experiences of the two strands could aid efficiency of instruction.

8.0 LITERATURE

Item Specification

Commom X
Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 - LITERATURE

Skill Area: 8.3 - Short Story/Novel

Skill: 8.3.1 - Understanding the characteristics

Performance Indicator: 8.3.1.1 - The student will identify the setting and character.

Performance Mode: Given a reading selection, the student will identify the setting. (Character identification will be done by teacher observation.)

Item Stem Characteristics: The item stem will consist of a short reading selection. The accompanying question will ask the student to identify the setting.

Distracter Characteristics: The distracters will consist of settings which could not apply to the detail given.

Example:

00. Directions: Identify the setting of the selection which follows.

Stimulus: (see attached sheet)

Responses:

A. the country

B. the city

C. the desert

D. the park

STIMULUS:

8.3.1.1

When David awoke, he breathed deeply, enjoying the sweet scent of pine and wood smoke. He stretched and yawned. Outside, the birds in the pine trees sang. From the window above his bed, David could see the river, the hills beyond, and the little town far below.

PERFORMANCE INDICATOR 8.3.1.1

GRADE 7

GRADES TAUGHT: 1 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Projection in Literature. Scott, Foresman & Co.
Reading Anthology, Book One. Scholastic Book Services.
Adventures for Readers, Book One. Harcourt, Brace & Co.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide pre-reading discussion or writing about an aspect of setting and for character.
2. Provide opportunities for group identification of setting and character.
3. "Cluster" characters and setting on board or in learning logs.
4. Have small groups identify setting and character and compare results.
5. Have students identify setting and character in stories presented in film, filmstrip, or recorded story.

Item Specification

Commom X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 LITERATURE

Skill Area: 8.4 Other narrative fiction

Skill: 8.4.1 Understanding the characteristics

Performance Indicator: 8.4.1.3 The student will recognize the characteristics of the myth and fable.

Performance Mode: Given four literary characteristics, the student will select the one which usually DOES NOT apply to the myth or the fable.

Item Stem Characteristics: The item stem will consist of four literary characteristics. The accompanying question will ask the student to select the one which usually DOES NOT apply to the myth or to the fable.

Distracter Characteristics: The distracters will consist of literary characteristics which apply to the myth or to the fable.

Example:

1. Directions: Select the characteristic which usually DOES NOT apply apply to the fable.

Stimulus:

Responses:

A. It is a true story.

B. Its characters are usually animals.

C. It teaches a useful lesson.

D. It has a moral.

(A)

PERFORMANCE INDICATOR 8.4.1.3

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services

OTHER RESOURCES:
D'Aulain's Book of Greek Myths. Doubleday & Co., Inc.
Myths and Folklore. Christ. Oxford Book Co.
Fables from Aesop. Rees. Oxford University Press.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide instructional bulletin boards identifying characters of myths and fables.
2. Provide small group discussion in identifying the characters of myths and fables.
3. Have students write their own myths and fables with current themes.

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 LITERATURE

Skill Area: 8.4 Other narrative fiction

Skill: 8.4.2 Interpreting

Performance Indicator: 8.4.2.3 The student will identify the sequence of events of myth and fable.

Performance Mode: Given a reading selection and three choices of ordered events which occur in the selection, the student will select the choice which gives the correct order.

Item Stem Characteristics: The item stem will consist of a reading selection and three choices of ordered events which occur in the selection. The accompanying question will ask the student to select the correct order.

Distracter Characteristics: The distracters will consist of events taken from the selection which are in improper order.

Example:

00. Directions: Select the correct order of events in the following myth or fable.

Stimulus: When Ares heard the clashing of arms, he grinned with glee, put on his gleaming helmet, and leapt into his war chariot. Bandishing his sword like a torch, he rushed into the thick of battle, not caring who won or lost as long as much blood was shed. A vicious crowd followed at his heels, carrying with them Pain, Panic, Famine, and Oblivion.

Responses:

A. Ares heard the clashing of arms, leapt into his chariot, brandished his sword, and rushed into battle.

B. Ares heard the clashing of arms, rushed into battle, brandished his sword, and leapt into his chariot.

C. Ares heard the clashing of arms, rushed into battle, leaped into his chariot, and brandished his sword.

(A)

PERFORMANCE INDICATOR 8.4.2.3

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES:

D'Aulaire's Book of Greek Myths. Doubleday & Co., Inc.
Myths and Folklore. Christ. Oxford Book Co.
Fables from Aesop. Rees. Oxford University Press.

SUGGESTIONS FOR IMPLEMENTATION:

1. In large or small group have students plot elements on time lines.
2. Place events out-of-order and have students place events in proper order.
3. Provide myths and/or fables with missing events. Have students fill in missing portions.
4. In small groups have students provide examples for other groups to do # 2 and #3 above.
5. Have small groups identify sequence.

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 - LITERATURE

Skill Area: 8.4 - Other narrative fiction

Skill: 8.4.2 - Interpreting

Performance Indicator:	8.4.2.4 - The student will identify the main idea of myth and fable.
Performance Mode:	Given a reading selection and four choices, the student will select the main idea.
Item Stem Characteristics:	The item stem will consist of a reading selection and four choices. The accompanying question will ask the student to select the main idea.
Distracter Characteristics:	The distracters will consist of concepts taken from the selection which are not the main idea.

Example:

00. Directions: Select the main idea for the following myth or fable.

Stimulus: (see attached sheet)

Responses:

A. One must not trust a wolf.

B. One must not choose a wolf for a partner.

C. One must not leave his sheep with a wolf.

D. One must always remain watchful.

correct resonse: D

STIMULUS:
8.4.2.4

A shepherd had seen a big wolf round his sheep
And so for some days he'd been careful to keep
A wary eye on the wolf's strange prowling---
Strange, since he did more prowling than growling
And seemed to be working around the clock
To help the shepherd take care of his flock.
At last, since the wolf was around so much,
The shepherd no longer considered him such.
One day he even went off somewhere
And left his sheep in the big wolf's care.
But while he was gone the wolf ate his fill
Of all the sheep he could manage to kill,
And thus the shepherd found out he should never
Have trusted a wolf as wolfish as ever.

PERFORMANCE INDICATOR 8.4.2.4

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES:
D'Aulaire's Book of Greek Myths. Doubleday & Co., Inc.
Myths and Folklore. Christ. Oxford Book Co.
Fables from Aesop. Rees. Oxford University Press.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide opportunities for identification of main idea of myths and fables.
2. Have small groups identify main idea and compare outcomes in large group discussions.
3. Provide pre-reading background in main idea through discussion, learning logs, or personal journal.
4. Have students write main idea in paragraph form.
5. Have students apply main idea to their own lives through journal.
6. Have students write own myths or fables with main idea.

Common X

Minimum________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 Literature

Skill Area: 8.5 Poetry

Skill: 8.5.3 Recognizing the imaginative qualities of poetic language

Performance Indicator: 8.5.3.1 The student will recongize the use of personification in poetry.

Performance Mode: Combined with 8.5.3.2, 8.5.3.3, 8.5.3.4 (see 8.5.3.4).

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

BEST COPY

PERFORMANCE INDICATOR 8.5.3.1

GRADE 7

GRADES TAUGHT: 4 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.6.1.1

TEXTBOOK REFERENCES:
Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES: Fundamentals of Poetry. Language Kit B.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt, Brace, Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many examples of personification for large group discussion.
2. Have class write examples of personification.
3. Have small group recognize incidents of personification.
4. Have students draw examples of personification.
5. Have students write poetry with personification.
6. Provide lists of objects to personify.
7. Have students create figurative language in groups.

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 Literature

Skill Area: 8.5 Poetry

Skill: 8.5.3 Recognizing the imaginative qualities of poetic language

Performance Indicator: 8.5.3.2 The student will recognize the use of simile in poetry.

Performance Mode: Combined with 8.5.3.1, 8.5.3.3, 8.5.3.4 (see 8.5.3.4).

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 8.5.3.2

GRADE 7

GRADES TAUGHT: 4 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.6.1.1

TEXTBOOK REFERENCES:
Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES: Fundamentals of Poetry. Language Kit B.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt, Brace, Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many examples of simile in poetry.
2. Have class write examples of similes.
3. Have small group recognize incidents of similes.
4. Create lists of objects for comparison such as
   Her voice is as ____________ as a ___________.
   His smile ________________________
   My father ________________________
   The Star __________________________
5. Have students write poetry using similes.
6. Have students create games using figurative language.

Common X

Item Specification

Minimum

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 Literature

Skill Area: 8.5 Poetry

Skill: 8.5.3 Recognizing the imaginative qualities of poetic language

Performance Indicator: 8.5.3.3 The student will recognize the use of metaphor in poetry.

Performance Mode: Combined with 8.5.3.1, 8.5.3.2, 8.5.3.4 (see 8.5.3.4).

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 8.5.3.3

GRADE 7

GRADES TAUGHT: 4 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.6.1.1

TEXTBOOK REFERENCES:
Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES:
Fundamentals of Poetry. Language Kit B.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt, Brace, Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many examples of simple metaphors for large group.
2. Have class write examples of metaphor
    a. Straight metaphors (e.g. Hatred is ... Freedom is ...)
    b. Five-word metaphor (e.g. cold, white, cubic, freezing, melting)
    c. Extended metaphor (See Emily Dickenson's poems #243, #389)
3. Have small group recognize metaphors.
4. Have students interpret metaphors through art.
5. Have students write poetry using metaphors.
6. Have students create games using figurative language.

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 Literature

Skill Area: 8.5 Poetry

Skill: 8.5.3 Recognizing the imaginative qualities of poetic language

Performance Indicator: 8.5.3.4 The student will recognize the use of hyperbole in poetry.

Performance Mode: Given a reading selection, the student will identify it as personification, simile, metaphor, or hyperbole.

Item Stem Characteristics: . The item stem will direct the student to identify the selection as personification, simile, metaphor, or hyperbole.

Distracter Characteristics: The distracters will consist of choices which do not apply to the selection.

Example:

00. Directions: Identify the selection as personification, simile, metaphor, or hyperbole.

Stimulus: Time marches on.

Responses:

A. personification

B. simile

C. metaphor

D. hyperbole

(A)

PERFORMANCE INDICATOR 8.5.3.4

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.6.1.1

TEXTBOOK REFERENCES:
Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES:
Fundamentals of Poetry. Language Kit B
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt Brace Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many examples of hyperbole for large group.
2. Have class write examples of hyperbole.
3. Have small groups recognize hyperbole.
4. Have students interpret hyperbole through art.
5. Have students write poetry using hyperbole.
6. Have students create games using figurative language.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 LITERATURE

Skill Area: 8.5 Poetry

Skill: 8.5.4 Interpreting poetry

Performance Indicator: 8.5.4.2 The student will recognize the sequence of events of narrative poetry.

Performance Mode: Given a reading selection and three choices, the student will select the correct sequence of events.

Item Stem Characteristics: The item stem will consist of a reading selection and three choices. The accompanying question will ask the student to select the choice which shows the correct sequence of events.

Distracter Characteristics: The distracters will consist of events taken from the selection which are in improper order.

Example:

00. Directions: Select the choice which shows the correct sequence of events for the following poem:

Stimulus: (see attached)

Responses:

A. A knight grew old and discouraged; he went looking for Eldorado; he met a pilgrim shadow.

B. A knight went looking for Eldorado; he grew old and discouraged; he met a pilgrim shadow.

C. A knight met a pilgrim shadow; he grew old and discouraged; he went looking for Eldorado.

(B)

Performance Indicator: 8.5.4.2 Example

ELDORADO

Gaily bedight,
A gallant knight
In sunshine and in shadow
Had journeyed long,
Singing a song,
In search of Eldorado.

But he grew old—
This knight so bold—
And o'er his heart a shadow
Fell, as he found
No spot of ground
That looked like Eldorado.

And, as his strength
Failed him at length,
He met a pilgrim shadow:
"Shadow," said he,
"Where can it be—
This land of Eldorado?"

"Over the mountains
Of the moon,
Down the valley of the Shadow
Ride, boldly ride,"
The shade replied,
"If you seek Eldorado!"

PERFORMANCE INDICATOR 8.5.4.2

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.6.1.1

TEXTBOOK REFERENCES:
Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES: Fundamentals of Poetry. Language Kit Co.
About Poetry (pamphlet), Channing L. Bete Co., Inc.
The Variations Series. Mirror. Harcourt, Brace, Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Plot events in a narrative poem on a time-line.
2. Place events out-of-order and have students re-order.
3. Provide events with some missing. Have students fill in missing portions.
4. In small groups have students do #2 and #3 above.
5. Have small groups identify sequenct of narrative poems.

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 LITERATURE

Skill Area: 8.5 Poetry

Skill: 8.5.4 Interpreting poetry

Performance Indicator: 8.5.4.3 The student will recognize the main idea.

Performance Mode: Given a reading selection and three choices, the student will select the main idea.

Item Stem Characteristics: The item stem will consist of a reading selection and three choices. The accompanying question will ask the student to select the main idea.

Distracter Characteristics: The distracters will consist of ideas taken from the selection which are not the main idea.

Example:

00. Directions: Select the main idea for the following poem:

Stimulus:

Words are very limited.
When you want to
Describe a certain feeling
You can't find
The words
That express what you mean,
And are soon forced
Into using
Words
Used by men in ages past.

People read what you write.
They say, "It's good."
Do they really understand
What you're trying to say?
The words
Were the
Closest thing
To what the feeling was.

But emotions
Cannot
Be placed onto paper-
Not fully.
So the words are all you have
And
The only one who
Really
Knows what you feel
Is yourself.

Responses:

A. Emotions are not always fun.

B. You know what you feel.

(C) C. It's difficult to express one's feelings.

PERFORMANCE INDICATOR 8.5.4.3

GRADE 7

GRADES TAUGHT: 7 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.6.1.1

TEXTBOOK REFERENCES: Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES:
Fundamentals of Poetry. Language Kit Co.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt, Brace, Jovanovich.
The Houghton Mifflin Action Series, Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Present poem without titles. Have students title poems.
2. Provide opportunities for large group identification of main idea.
3. Have small groups identify main idea and compare outcomes in group discussion.
4. Provide pre-reading background in main idea through discussion, learning logs, or personal journal.
5. Provide photos or art work depicting similar main ideas.

Common X

Minimum______

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 - LITERATURE

Skill Area: 8.6 - Drama

Skill: 8.6.1 - Understanding the characteristics

Performance Indicator: 8.6.1.1 - The student will understand the oral nature.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 8.6.1.1

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES:

Scholastic Scope Magazine

San Diego State University. Professor Raymond Ross, Education Dept.

SUGGESTIONS FOR IMPLEMENTATION:

1. Listen to recordings of plays or show video film
2. Read plays out loud in small group.
3. Create a radio show with small group presenting plays.
4. Have students present monologues, dialogues, and soliloquies.
5. Have students present plays in Readers' Theatre format.
6. Invite local theatre group to present scenes.
7. Present scenes to other classes.

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 - LITERATURE

Skill Area: 8.6 - Drama

Skill: 8.6.2 - Interpreting

Performance Indicator: 8.6.1.2 - The student will identify the structural elements.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 8.6.1.2

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Projection in Literature. Scott, Foresman & Co.
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES:

Scholastic Scope Magazine

San Diego State University. Professor Raymond Ross, Education Dept.

SUGGESTIONS FOR IMPLEMENTATION:

Structural Elements

1. Directions for movement on stage are given for the actor as well as the reader to follow.
2. The speaker's name is printed in capital letters to the left of the actual statements he would speak.
3. The acting directions are printed in italics or are in parentheses so the reader can follow the character's movements.
4. Often, a list of characters are printed on the first page of the play.
5. The events in the play are divided into sections called "acts" and "scenes".
6. The scene or setting is explained to the reader before he begins reading the dramatic statements.

1. Create a bulletin board and transparencies showing structure of a play.
2. Have students create a game about structure of a play.
3. Present a play with no divisions and have students divide into correct parts.
4. Have students create a play from a story.

Common________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.1 - The student will identify specific denotative elements of literary passages.

Performance Mode: After reading the passage, the student will select the correctly denoted element from four options.

Item Stem Characteristics: The item stem will consist of a passage and four options concerning a denoted element within the passage. The student will be directed to read the passage and to select the correctly denoted element from four choices.

Distracter Characteristics: The distracters will be incorrect responses.

Example:

00. Directions: Read the following passage. Then select the response which correctly states a fact from the passage.

Stimulus: (see attached sheet)

grade 7

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.1 Item Number EXAMPLE

Directions: Read the following passage. Then select the response which correctly states a fact in the passage.

Stimulus:

Do you ever dream of discovering a "treasure island"? I mean an island that is rich in the treasure that grows upon it. Along the white, sandy beaches of the treasure island I dream of, tall coconut palms wave in the ocean breeze, and behind them plenty of rice grows in the wet fields. Hills rise gently back from the coast and on them grows another treasure: great rubber plantations.

Is such an island only a dream? No. I have been telling you about a real island -Sri Lanka- just off the tip of India. There it lies in the Indian Ocean, almost bursting with "treasure."

Responses:

A. The island contains food-bearing crops.

B. Rice grows on the hills that gently rise from the coast.

C. This imaginary island is only a dream.

D. Sri Lanka is located near San Diego.

Correct Response: A

Field-Tested ☐ 1
☐ 2
☐ 3

Date: ______ Validity Check ______ (Initials)

Common________

Item Specification

Minimum___X___

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretative elements.

Performance Indicator: 8.7.1.2 - The student will recognize the correct order of action in a literary passage.

Performance Mode: After reading the passage, the student will select the correct order of action from four options.

Item Stem Characteristics: The item stem will consist of a passage and four options of order of action. The student will be directed to read the passage and to select the correct order of action from the four options.

Distracter Characteristics: The distracters will be in an incorrect order.

Example:

00. **Directions:** Read the following passage. Then select the correct order of action from the four choices.

Stimulus:

(see attached sheet)

grade 7

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.2 **Item Number** EXAMPLE

Directions: Read the following passage. Then select the correct order of action from the four choices.

Stimulus:

The school at Cowan Bridge was an awful place. Every day was horrible, but Sunday seemed the longest and the worst. At the end of the day the girls welcomed the evening meal of a scrap of dry bread and a glass of watery, sour milk. Chilled to the bone, they crept into bed in their unheated bedrooms. They were exhausted. They had spent most of their day huddled together, chilled and damp in an unheated church, listening to endless sermons. For breakfast they'd had nothing but foul porridge. At dinner the bigger girls, driven to cruelty by hunger, often stole bites of the scanty meal from the smaller girls.

Here is a list of four actions from the passage. Select the group of numbers that show the correct order of actions for this passage.

1. The girls went to bed cold and tired.
2. The girls ate dry bread and sour milk.
3. The girls huddled together in a chilled and damp church.
4. The girls ate breakfast of cold porridge.

a. 3, 4, 2, 1
b. 4, 3, 2, 1
c. 2, 1, 3, 4
d. 4, 2, 3, 1

Correct Response B

Field-Tested ☐

☐

Date: ________ **Validity Check** _____(Initials)

☐

Common______

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1 3 - The student will choose the summarizing statement that best reflects the central concept of a literary passage.

Performance Mode: After reading the passage,the student will select from four options the statement that reflects the central concept of the passage.

Item Stem Characteristics: The item stem will consit of a literary passage and four options concerning the central concept of the passage. The student will be directed to read the passage and to select the correct response from the four options.

Distracter Characteristics: The distracters will be statements which refer to the passage, but do not make correct summarizing statements about the central concept or general meaning of the passage.

Example:

00. Directions: Read the following passage. Then select the statement that gives the central concept of the passage.

Stimulus:

(see attached sheet)

grade '

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.3 Item Number EXAMPLE

irections: Read the following passage. Then select the statement that gives the central concept of the passage.

timulus:

When the Hobson family bought the old farm on Second Hill they didn't know that there was no key to the attic door. But the children were determined to explore the attic, so they searched the house, the old barn, the chicken coop, and the tool shed for the lost key. They tried keys from other doors, but none fitted. And all the time the attic grew more interesting.

It was not until they got to know Mr. Crowley, who lived on the next farm that the problem was solved. He loaned them his skeleton key, a key which fits many locks. Sure enough, it opened the door!

Quickly the children climbed the attic stairs. Layers of dust and cobwebs covered everything. Broken furniture and trunks stood in rows. Old maps and swords and guns were hanging on the walls. Toys lay in a heap beside an old bicycle which had one hugh front wheel and a tiny one behind. David raised the lid of one trunk and saw old books and letters and a pile of coins. Betty looked into another trunk. There lay dresses and hats and little slippers of long ago. What wonderful exploring awaited them!

esponses:

A. People store junk in attics.

B. Dust and cobwebs covered everything.

C. Mr. Crowley solved the problem of the missing key.

D. Old attics may contain treasures.

orrect Response: D

Field-Tested ☐ 1

☐ 2

☐ 3

ate: Validity Check (Initials)

Common ________

Minimum ___X___

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.4 - The student will choose the correct statement of cause or effect relationships of literary passage.

Performance Mode: After reading the passage, the student will select from four options the statement that correctly shows the cause or effect relationship existing within the passage.

Item Stem Characteristics: The item stem will consist of a passage and four statements of cause or effect relationship. The student will be directed to read the passage and to select the correct response from four options.

Distracter Characteristics: The distracters will be statements referring to the passage, but will be incorrect cause or effect relationships.

Example:

00. **Directions:** Read the following passage. Then select the statement that gives a correct cause/effect relationship.

Stimulus:

(see attached sheet)

grade /

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.4 Item Number EXAMPLE

irections: Read the following passage. Then select the statement that gives a correct cause or effect relationship.

timulus:

Ever since I was a child, I had been waiting for this day to dawn. I had lived for today, every day and night of my life. And yet, even in my wildest dreams I had never pictured anything like this. For there, grazing in the distance, were bubbalo - so many that they seemed without beginning or end.

Eee-uh! In front of me were enough buffalo in one herd for everyone and for all time! "Move quietly," signaled Yellow Bird, our chief. "We are going to get closer," he whispered.

"We can wait no longer," shouted Yellow Bird. Closer to the buffalo plunged my pony, Little Owl. Up ahead of me was an ugly cow running at full speed. With all my strength I shot an arrow. It struck.

Soon I heard the signal. The hunt was over. The herd had scattered into little groups. Many buffalo were on the ground. I turned Little Owl back toward our camp.

There was much singing and endless talk. I felt warm inside as I watched the women roast the buffalo meat over the open fire. Even the wolves howling in the distance must have known how successful my first hunt had been.

esponses: An effect of the buffalo hunt was:

A. The Indians needed buffalo meat and hides.

B. Little Owl learned to shoot arrows.

C. Yellow Bird enjoyed his first hunt.

D. The narrator was pleased with his own performance as a hunter.

orrect Response: D

Field-Tested ☐ 1
☐ 2
☐ 3

ate: Validity Check (Initials)

9.0 LINGUISTIC COMPONENTS

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand. 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.2 - function Words

Skill: 9.2.1 - Understanding the characteristics and definitions of interjections, prepositions and conjunctions

Performance Indicator: 9.2.1.1 - The student will learn the characteristics and definition of the interjection.

Performance Mode: Given four statements, the student will select the one that give a characteristic or a definition of an interjection.

Item Stem Characteristics: The item stem will direct the student to select the statement that gives a correct characteristic or definition of an interjection.

Distracter Characteristics: The distracters will consist of characteristics or definitions of other word form classes and other function words.

Example:

00. Directions: Select the correct response.

Stimulus: An interjection:

Responses:

A. is a name word.

B. shows strong emotion.

C. shows action.

D. is a describing word.

correct response: B

PERFORMANCE INDICATOR 9.2.1.1

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.2.1

TEXTBOOK REFERENCES:

1. Warriner's English Grammar and Composition, First Course. John E. Warriner and Sheila Laws Graham. Harcourt Brace Jovanovich, Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine Inc. Book 1
2. Enjoying English. Wolfe, DeLancey, Hamilton, and Howard. Random House. Book 7
3. San Marcos High School Basic Skills Booklets. Unit 3.0, Basic Skills I
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich,Inc.
5. Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students can take turns orally naming an interjection and the correct punctuation that would follow it.

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.2 - Function Words

Skill: 9.2.1 - Understanding the characteristics and definitions of interjections, prepositions, and conjunctions

Performance Indicator: 9.2.1.2 - The student will learn the characteristics and definition of the preposition.

Performance Mode: Given four statements, the student will select the one that gives a characteristic or definition of a preposition.

Item Stem Characteristics: The item stem will direct the student to select the statement that gives a correct characteristic or definition of a preposition.

Distracter Characteristics: The distracters will consist of characteristics or definitions of other word form classes and other function words.

Example:

00. Directions: Select the correct response.

Stimulus: A preposition:

Responses:

A. always has an object.

B. is a naming word.

C. shows state of being.

D. is a describing word.

correct response: A

PERFORMANCE INDICATOR 9.2.1.2

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.2.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, First Course, Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Ed.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1
2. Enjoying English, Wolfe, Delancey, Hamilton and Howard. Random House. Book 7
3. San Marcos High School Basic Skills Booklets. Unit 3.0 Basic Skills I
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
5. Warriners English Grammar and Composition, other levels

SUGGESTIONS FOR IMPLEMENTATION:

Students can demonstrate the prepositions which show direction, location, or position.

Examples: above, against, along, around, behind, below, etc

Item Specification

Commom X

Minimum________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.2 - Function Words

Skill: 9.2.1 - Understanding the characteristics and definitions of interjections, prepositions, and conjunctions

Performance Indicator: 9.2.1.3 - The student will learn the characteristics and definition of the conjunction.

Performance Mode: Given four statements, the student will select the one that gives a characteristic or a definition of a conjunction.

Item Stem Characteristics: The item stem will direct the student to select the statement that gives a correct characteristic or definition of a conjunction.

Distracter Characteristics: The distracters will consist of characteristics or definitions of other word form classes and other function words.

Example:

00. Directions: Select the correct response.

Stimulus: a conjunction:

Responses:

A. is a joining word

B. is a describing word

C. is a naming word

D. shows state of being

correct response: A

PERFORMANCE INDICATOR 9.2.1.3

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.2.3

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, First Course. Warriner and Graham, Harcourt, Brace, Jovanovich. Heritage Ed.

OTHER RESOURCES:

1. Scholastic Grammar and Composition, Scholastic Magazine, Inc. Book 1
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House, Book 7
3. San Marcos High School Basic Skills Booklets. Unit 3.0 Basic Skills I.
4. English Workshop. Warriners, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
5. Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

- Students can give examples of conjunctions joining words, conjunctions joining groups of words, and conjunctions joining parts of compound sentences.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.2 - Function Words

Skill: 9.2.2 - Identifying interjections, prepositons, and conjunctions

Performance Indicator: 9.2.2.1 - The student will identify interjections in a given context.

Performance Mode: Given a sentence that has an interjection, the student will identify the word that is an interjection.

Item Stem Characteristics: The item stem will direct the student to select the word that is used as an interjection in the given sentence.

Distracter Characteristics: The distracters will consist of other words in the given sentence that are not interjections.

Example:

00. Directions: Select the word in the sentence that is an interjection.

Stimulus: Wow! That was some sale you made yesterday.

Responses:

A. sale

B. wow

C. yesterday

D. some

correct response: B

PERFORMANCE INDICATOR 9.2.2.1

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.1.1

TEXTBOOK REFERENCES:

1. Warriner's English Grammar and Composition, First Course. John E. Warriner and Sheila Laws Graham. Harcourt, Brace, Jovanovich. Heritage Ed.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7
3. San Marcos High School Basic Skills Booklets. Unit 3.0, Basic Skills I
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
5. Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can take turns orally naming an interjection and the correct punctuation that would follow it.

2. Students can be given sentences containing interjections. They can identify the interjections and use the correct punctuation following the interjections.

3. Have students write short "Reader Theater" scripts using as many interjections as possible. Then read the scripts orally in class, using proper emphasis and stress where necessary.

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 Linguistic Components

Skill Area: 9.2 Function Words

Skill: 9.2.2 Identifying interjections, prepositions, and conjunctions

Performance Indicator: 9.2.2.2 The student will identify prepositions in a given context.

Performance Mode: Given a sentence that has a preposition, the student will identify the word that is a preposition.

Item Stem Characteristics: The item stem will direct the student to select the word that is used as a preposition in the given sentence.

Distracter Characteristics: The distracters will consist of other words in the given sentence that are not prepositions.

Example:

00. Directions: Select the word in the sentence that is a preposition.

Stimulus: She went to the store.

Responses:

A. She

B. to

C. the

D. store

(B)

PERFORMANCE INDICATOR 9.2.2.2

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.1.2

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition, First Course. Warriner and Graham
Harcourt, Brace, Jovanovich. Heritage Ed.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton and Howard. Random House. Book 7
3. San Marcos High School Basic Skills Booklets. Unit 3.0 Basic Skills I.
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
5. Warriners English Grammar and Composition, other levels

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can demonstrate the prepositions which show direction, location, or position.
   Examples: above, against, along, around, behind, below, etc.

2. Students can identify prepositions in given sentences.

3. Students can write their own sentences using as many prepositions as possible.

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 Linguistic Components

Skill Area: 9.2 Function Words

Skill: 9.2.2 Identifying interjections, prepositions, and conjunctions

Performance Indicator:	9.2.2.3 The student will identify conjunctions in a given context.
Performance Mode:	Given a sentence that has a coordinating conjunction, the student will identify the word that is a conjunction.
Item Stem Characteristics:	The item stem will direct the student to select the word that is used as a conjunction in the given sentence.
Distracter Characteristics:	The distracters will consist of other words in the given sentence that are not conjunctions.

Example:

00. Directions: Select the word in the sentence that is a conjunction.

Stimulus: John and Mary are friends.

Responses:

A. John

B. and

C. are

D. friends

(B)

PERFORMANCE INDICATOR 9.2.2.3

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.1.3

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, First Course. Warriner and Graham
Harcourt, Brace, Jovanovich. Heritage Ed.

OTHER RESOURCES:

1. Scholastic Grammar and Composition, Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe. Delancey, Hamilton, and Howard. Random House, Book 7
3. San Marcos High School Basic Skills Booklets. Unit 3.0 Basic Skills I.
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
5. Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can give examples of conjunctions joining words, conjunctions joining groups of words, and conjunctions joining parts of compound sentences.

2. Students can identify conjunctions in given sentences.

3. Students can write their own sentences using conjunctions.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.4 Verb System

Skill: 9.4.1 Understanding the basic elements of the verb system

Performance Indicator: 9.4.1.1 The student will identify verb phrases

Performance Mode: Given a sentence with four groups of words underlined, the student will select the verb phrase from the four choices.

Item Stem Characteristics: The item stem will direct the student to select the verb phrase of a given sentence from four choices.

Distracter Characteristics: The distracters will be parts of the sentence that are not verb phrases.

Example:

00. Directions: Select the part of the sentence that is a verb phrase.

Stimulus:

Jan and Mary	are going	on a trip	to Michigan
A	B	C	D

Responses:

A. Jan and Mary

B. are going

C. on a trip

D. to Michigan

(B)

PERFORMANCE INDICATOR 9.4.1.1

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's Grammar and Composition. First Course. Warriner and Graham
Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7.
3. San Marcos High School Basic Skills Booklets. Unit 3.0 Basic Skills I.
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
5. Cornerstone English Skills Workbook. Fawcet and Sandberg. Houghton Mifflin Co.
6. Warriner's Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can be given sentences with one-word verbs. They can expand these verbs into verb phrases by adding helping verbs.

2. Students can identify verb phrases in sentences.

Item Specification

Commom X

Minimum

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.4 Verb System

Skill: 9.4.1 Understanding the basic elements of the verb system.

Performance Indicator: 9.4.1.2 The student will learn that the past participle must have the correct auxiliary.

Performance Mode: Teacher observation.

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 9.4.1.2

GRADE 7

GRADES TAUGHT: 7 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.4.1.3

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7.
3. Building English Skills. McDougal, Littell, & Company. Purple level.
4. San Marcos High School Basic Skills Booklets. Unit 4.0 Basic Skills II.
5. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
6. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
7. Warriner's English Grammar and Composition. other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Regular verbs will form the past participle by adding "ed" and "d." Irregular verbs will form the past participle in some other way. Students should be given practice using the past participle forms of the irregular verbs listed in Warriner's. Students can write their own sentences using the past and past participle forms of specified verbs.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.4 Verb System

Skill: 9.4.1 Understanding the basic elements of the verb system

Performance Indicator: 9.4.1.3 The student will correctly use the past and the past participle forms of a selected list of irregular verbs.

Performance Mode: Given four sentences, the student will select the sentence that does not use the past or past participle form of the verb correctly.

Item Stem Characteristics: The item stem will direct the student to select the sentence that does not use the verb correctly.

Distracter Characteristics: The distracters will be sentences that do have correct verb forms.

Example:

00. Directions: Select the sentence that does not have the correct verb form.

Stimulus:

Responses:

A. She seen him.

B. He saw her.

C. She has eaten already.

D. I knew the answer.

(A)

PERFORMANCE INDICATOR 9.4.1.3

GRADE 7

GRADES TAUGHT: 6 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.4.1.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7
3. Building English Skills. McDougal, Littell, & Company. purple level.
4. San Marcos High School Basic Skills Booklets. Unit 4.0 Basic Skills II.
5. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
6. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
7. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Regular verbs will form the past participle by adding "ed" and "d." Irregular verbs will form the past participle in some other way. Students should be given practice using the past participle forms of the irregular verbs listed in Warriner's. Students can write their own sentences using the past and past participle forms of specified verbs.

Item Specification

Commom X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.5 Basic Sentence Structures

Skill: 9.5.3 Understanding the purpose of sentences.

Performance Indicator: 9.5.3.1 The student will identify sentence modes: declarative, interrogative, imperative, exclamatory.

Performance Mode: Given a sentence, the student will identify the sentence as declarative, interrogative, imperative, or exclamatory.

Item Stem Characteristics: The item stem will direct the student to select the word that describes the given sentence.

Distracter Characteristics: The distracters will be the other three kinds of sentences.

Example:

00. Directions: Select the word that describes the given sentence.

Stimulus: How terrifying that movie was!

Responses:

A. declarative

B. imperative

C. interrogative

D. exclamatory

(D)

PERFORMANCE INDICATOR 9.5.3.1

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7.
3. Building English Skills. McDougal, Littell & Company. Purple level.
4. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can classify given sentences according to purpose.
2. Students can write their own sentences of each kind.
3. Practice punctuating each kind of sentence should be given.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.5 Basic Sentence Structures

Skill: 9.5.4 Understanding the structure of a simple sentence with compound elements.

Performance Indicator: 9.5.4.1 The student will identify the compounded element(s) in sentences.

Performance Mode: Given four sentences, the student will select the simple sentence that contains a compounded element.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains a compounded element.

Distracter Characteristics: The distracters will be simple sentences that do not contain compounded elements.

Example:

00. Directions: Select the sentence that contains a compound subject or a compound verb.

Stimulus:

Responses:

A. John and Mary are tired.

B. I hate spinach.

C. John is friendly.

D. Mary ate a sandwich.

(A)

PERFORMANCE INDICATOR 9.5.4.1

GRADE 7

GRADES TAUGHT: 6 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7.
3. Building English Skills. McDougal, Littell & Company. Purple level.
4. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can write their own sentences containing compound subjects and/or compound verbs.

2. Remind students that compound subjects have the same verb, and compound verbs have the same subject.

3. Students can be given sentences with the subject or verb deleted. Students can fill in with a compound subject or verb.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.5 Basic Sentence Structures

Skill: 9.5.4 Understanding the structure of a simple sentence with compound elements

Performance Indicator: 9.5.4.2 The student will write basic sentences with compound elements.

Performance Mode: This concept is tested in 9.5.4.1

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 9.5.4.2

GRADE 7

GRADES TAUGHT: 6 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7.
3. Building English Skills. McDougal, Littell & Company. Purple level.
4. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Remind students that compound subjects have the same verb, and compound verbs have the same subject.

2. Students can be given sentences with the subject or verb deleted. Students can fill in with a compound subject or verb.

Item Specification

Commom_________

Minimum X

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.5 Basic Sentence Structures

Skill: 9.5.5 Techniques of combining two basic sentences through coordination

Performance Indicator: 9.5.5.1 The student will join two sentences using coordinating conjunctions.

Performance Mode: Given two simple sentences, the student will select the answer that correctly combines the two sentences into one compound sentence using a coordinating conjunction.

Item Stem Characteristics: The item stem will direct the student to select the answer that correctly combines the two sentences into one compound sentence using a coordinating conjunction.

Distracter Characteristics: The distracters will be sentences that are not compound sentences.

Example:

00. Directions: Select the sentence that correctly combines the two sentences into one compound sentence using a conjunction.

Stimulus:

The car stopped.
The gas tank was empty.

Responses:

A. The car with the empty gas tank stopped.

B. The empty gas tank made the car stop.

C. The stopped car's gas tank was empty.

D. The gas tank was empty, and the car stopped.

(D)

PERFORMANCE INDICATOR 9.5.5.1

GRADE 7

GRADES TAUGHT: 6 - 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. San Marcos High School Basic Skills Booklet. Unit 2.0 Basic Skills II.
3. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
4. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
5. Sentence Improvement. Malcolm Moore. Houghton Mifflin Co.
6. Mastering Essential English Skills. Reynolds, Steet, and Guillory. Laidlaw Brothers.
7. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can join two simple sentences by using coordinating conjunctions. Remind students that only two ideas that are closely related and equal in importance can be combined in this manner. Be sure to give students examples of sentences that can NOT be joined by a coordinating conjunction.

   EXAMPLE: (2 unrelated ideas)

   We had won the swimming meet.
   Dad picked us up in his car.

   We had won the swimming meet, and Dad picked us up in his car.

2. Instruction in proper use and position of the comma in compound sentences is needed. (See 6.2.1.4)

Item Specification

Commom x

Minimum

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.6 Usage

Skill: 9.6.3 Forming plurals

Performance Indicator: 9.6.3.4 The student will form the plurals of numbers and letters.

Performance Mode: Given a number or letter and four choices, the student will select the correct plural form.

Item Stem Characteristics: The item stem will direct the student to select the correct plural form.

Distracter Characteristics: The distracters will be incorrect plural forms.

Example:

00. Directions: Choose the plural form of the following number or letter that is correct.

Stimulus: 3

Responses:

A. 3s

B. 3es

C. 3's

D. three's

(C)

PERFORMANCE INDICATOR 9.6.3.4

GRADE 7

GRADES TAUGHT: 7

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7
3. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Common x

Minimum ____________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.6 - Usage

Skill: 9.6.4 - Forming possessives

Performance Indicator: 9.6.4.1 - The student will form the possessive form of singular and plural nouns.

Performance Mode: Given a sentence with a noun deleted, the student will select the correct possessive case of the word from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct possessive form of the deleted noun.

Distracter Characteristics: The distracters will be incorrect forms.

Example:

00. **Directions:** Select the word with the correct possessive form to fill in the blank.

Stimulus: This is ______________ desk.

Responses:

A. Mary's

B. Marys'

C. Marys

D. Maryes

Correct Response (A)

PERFORMANCE INDICATOR 9.6.4.1

GRADE 7

GRADES TAUGHT: 6 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.8

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7.
3. Building English Skills. McDougal, Littell & Company. Purple level.
4. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students will need a lot of practice in forming the possessive case of nouns.

1) Students can be given singular and plural nouns. They should write the possessive form and use it correctly in a sentence.

2) Remind students that when forming the possessive case of a plural noun not ending in "s," they should add an apostrophe and an "s."

Common ____x____

Minimum __________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 7

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.6 - Usage

Skill: 9.6.4 - Forming possessives

Performance Indicator: 9.6.4.2 - The student will form the possessive of indefinite pronouns.

Performance Mode: Given a sentence with an indefinite pronoun deleted, the student will select the correct possessive case of the word from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct possessive form of the deleted pronouns.

Distracter Characteristics: The distracters will be incorrect forms.

Example:

00. **Directions:** Select the word with the correct possessive form to fill in the blank.

Stimulus: This is ______________ desk.

Responses:

A. someones'

B. someones

C. someone's

D. someones's

Correct Response (C)

PERFORMANCE INDICATOR 9.6.4.2

GRADE 7

GRADES TAUGHT: 6 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.8

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 7.
3. Building English Skills, McDougal, Littell & Company. purple level.
4. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Indefinite pronouns in the possessive case require an apostrophe and "s."

Remind students that possessive personal pronouns do not require an apostrophe.

EIGHTH GRADE

GRADE 8

STRAND: WORD ANALYSIS 2.0 *Denotes Minimum

GOAL: To develop word attack, spelling, and vocabulary skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
2.1 Spelling	2.1.2 Memorizing basic word lists	*2.1.2.1 The student will correctly spell words from basic lists.
		2.1.2.2 The student will spell and use correctly words from basic lists in context.
2.2 Vocabulary	2.2.2 Memorizing basic vocabulary	*2.2.2.1 The student will correctly identify the meaning of words from basic lists.
		*2.2.2.2 The student will correctly use words from basic lists in context.
	2.2.3 Analyzing word parts	2.2.3.1 The student will memorize a basic list of Greek and Latin roots and affixes.
	2.2.4 Developing word meanings	*2.2.4.1 The student will identify antonyms for a given list of words.
		*2.2.4.2 The student will identify synonyms for a given list of words.
		*2.2.4.3 The student will differentiate between pairs of homonyms.
	2.2.5 Learning the techniques of contextual analysis	2.2.5.1 The student will use the techniques of contextual analysis to get the meaning of words in sentences.
	2.2.6 Using word analogies to develop vocabulary	2.2.6.2 The student will identify pairs of words with the same relationships as a given pair.

GRADE 8

STRAND: OBTAINING INFORMATION 3.0 *Denotes Minimum

GOAL: To develop locational skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
3.1 Dictionary	3.1.2 Using the dictionary	*3.1.2.5 The student will find meanings of words (in context) that have multiple meanings.

GRADE 8

STRAND: STUDYING 4.0

*Denotes Minimum

GOAL:

SKILL AREA	SKILL	PERFORMANCE INDICATOR
4.1 Study Habits	4.1.1 Notetaking	4.1.1.1 The student will take organized notes from both oral and written presentations.
	4.1.2 Outlining	4.1.2.1 The student will outline written material.
	4.1.3 Skimming	4.1.3.1 The student will skim written material for a specific purpose.
	4.1.4 Scanning	4.1.4.1 The student will scan to identify the purpose of written material.
	4.1.5 Summarizing	4.1.5.1 The student will summarize various written materials.

GRADE 8

STRAND: LISTENING 5.0 *Denotes Minimum

GOAL: To develop listening skills in oral communication

SKILL AREA	SKILL	PERFORMANCE INDICATOR
5.1 Listening	5.1.2 Understanding and responding to oral presentations	5.1.2.5 After listening to a short narrative, the student will identify the main idea.
	5.1.3 Understanding and responding to fact vs. opinion.	5.1.3.3 The student will differentiate fact from opinion after listening to a sales presentation.

GRADE 8

STRAND: WRITTEN EXPRESSION 6.0 *Denotes Minimum

GOAL: To develop skills of word choice, clarity, form, mechanics, and organization in written communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
6.2 Graphics	6.2.1 Understanding and using basic punctuation	*6.2.1.5 The student will provide commas before and/or after quotation marks.
		*6.2.1.7 The student will provide quotation marks in dialogue.
		*6.2.1.8 The student will provide apostrophes to show possessive case.
		6.2.1.9 The student will provide a semicolon between two independent clauses.
		6.2.1.10 The student will provide a colon in conventional writing.
6.3 The paragraph	6.3.1 Understanding the structure	*6.3.1.3 The student will write topic sentences with direct, focused controlling ideas.
		*6.3.1.4 The student will write sentences which develop the controlling idea.
		*6.3.1.5 The student will write a concluding sentence restating or summarizing the controlling idea.
	6.3.2 Writing various types of paragraphs	*6.3.2.2 The student will write a descriptive paragraph.
		6.3.2.3 The student will write an expository paragraph.
	6.3.3 Effective paragraphs	6.3.3.1 The student will write paragraphs that have unity.
		6.3.3.2 The student will write paragraphs that have distinct order.
		6.3.3.3 The student will write paragraphs that have coherency.
	6.3.4 Ways of development	6.3.4.2 The student will develop a paragraph by examples.
		6.3.4.3 The student will develop a paragraph by anecdotes.

GRADE 8

STRAND: WRITTEN EXPRESSION 6.0 *Denotes Minimum

GOAL: To develop skills of word choice, clarity, form, mechanics, and organization in written communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
6.5 Practical writing	6.5.3 Writing correspondence	6.5.3.3 The student will write letters of request for information and letters of complaint.

GRADE 8

STRAND: SPEAKING 7.0 *Denotes Minimum

GOAL: To develop skills of speaking in informal and formal communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
7.1 Mechanics of speaking	7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech.
	7.2.2 Speaking for a variety of audiences and purposes	7.2.2.3 The student will present and exchange ideas in a discussion.
	7.2.3 Organizing ideas for formal presentation	7.2.3.1 The student will select appropriate speech topics for informing and demonstrating.
		7.2.3.2 The student will use correct outlining procedures for formal speeches.
	7.2.4 Presenting speeches	7.2.4.1 The student will present a speech to inform, to demonstrate, or to persuade.

GRADE 8

STRAND: LITERATURE 8.0 *Denotes Minimum

GOAL: To develop an understanding and appreciation of various literary genre

SKILL AREA	SKILL	PERFORMANCE INDICATOR
8.1 Biography/ Autobiography	8.1.1 Understanding the characteristics	8.1.1.2 The student will recognize that this form is written from the author's viewpoint.
	8.1.2 Interpreting	8.1.2.1 The student will identify the historical significance of the person.
8.3 Short Story/ Novel	8.3.1 Understanding the characteristics	8.3.1.2 The student will identify the elements of plot, theme, and tone.
8.5 Poetry	8.5.3 Recognizing the imaginative qualities of poetic language	8.5.3.1 The student will recognize the use of personification in poetry.
		8.5.3.2 The student will recognize the use of simile in poetry.
		8.5.3.3 The student will recognize the use of metaphor in poetry.
		8.5.3.4 The student will recognize the use of hyperbole in poetry.
	8.5.4 Interpreting poetry	8.5.4.2 The student will recognize the sequence of events of narrative poetry.
		8.5.4.3 The student will recognize the main idea.
8.6 Drama	8.6.2 Interpreting	8.6.2.1 The student will recognize the sequence of events.
8.7 Literary Interpretation	8.7.1 Understanding basic interpretive elements	*8.7.1.1 The student will identify specific denotative elements of literary passages.
		*8.7.1.2 The student will recognize correct order of action in a literary passage.

GRADE 8

STRAND: LITERATURE 8.0 *Denotes Minimum

GOAL: To develop an understanding and appreciation of various literary genre

SKILL AREA	SKILL	PERFORMANCE INDICATOR
		*8.7.1.3 The student will choose the summarizing statement that best reflects the central concept of a literary passage. *8.7.1.4 The student will choose the correct statement of cause and effect relationships of a literary passage.

GRADE 8

STRAND: LINGUISTIC COMPONENTS 9.0 *Denotes Minimum

GOAL: The student will systematically learn and utilize the components of English

SKILL AREA	SKILL	PERFORMANCE INDICATOR
9.2 Function Words	9.2.1 Understanding the characteristics and definitions of interjections, prepositions, and conjunctions	9.2.1.1 The student will learn the characteristics and definition of the interjection.
		9.2.1.2 The student will learn the characteristics and definition of the preposition.
		9.2.1.3 The student will learn the characteristics and definition of the conjunction.
	9.2.2 Identifying interjections, prepositions, and conjunctions	9.2.2.1 The student will identify interjections in a given context.
		9.2.2.2 The student will identify prepositions in a given context.
		9.2.2.3 The student will identify conjunctions in a given context.
9.3 Pronoun System	9.3.1 Using the personal pronoun correctly	9.3.1.1 The student will identify personal pronouns.
		9.3.1.2 The student will use proper nominative forms.
		9.3.1.3 The student will use proper objective forms.
		9.3.1.4 The student will use proper possessive forms.
9.4 Verb System	9.4.1 Understanding the basic elements of the verb system	9.4.1.1 The student will identify verb phrases.
		9.4.1.2 The student will learn that the past participle must have the correct auxiliary.
		*9.4.1.3 The student will correctly use the past and the past participle forms of a selected list of irregular verbs.

GRADE 8

STRAND: LINGUISTIC COMPONENTS

*Denotes Minimum

GOAL:

SKILL AREA	SKILL	PERFORMANCE INDICATOR
9.6 Usage	9.6.1 Making the subject and verb agree	*9.6.1.2 The student will make compound noun subject and verb agree in basic sentences.
	9.6.2 Making the pronoun and antecedent agree	9.6.2.1 The student will make personal pronouns and antecedents agree in selected sentences
	9.6.4 Forming possessives	9.6.4.1 The student will form the possessive of singular and plural nouns.
		9.6.4.2 The student will form the possessive of indefinite pronouns.

2.0 WORD ANALYSIS

Common__________

Item Specification

Minimum X

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.1 - Spelling

Skill: 2.1.2 - Memorizing basic word lists.

Performance Indicator: 2.1.2.1 - The student will correctly spell words from basic lists.

Performance Mode: Given four words from a basic list, the student will select the misspelled word.

Item Stem Characteristics: The item stem will direct the student to select the misspelled word.

Distracter Characteristics: The distracters will be correctly spelled words from a selected list.

Example:

00. Directions: Select the misspelled word.

Stimulus:

Responses:

A. deceived

B. expence

C. coupon

D. awkward

Correct Response: B

PERFORMANCE INDICATOR 2.1.2.1

GRADE 8

GRADES TAUGHT: 1-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.1.2.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
Second Course
Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

Eighth Grade Spelling List included on next page.

SUGGESTIONS FOR IMPLEMENTATION:

1. Select specific number of words to test per week (ex. 20)
2. Pretest (Mon.), Study (Tues.-Thurs.), Posttest (Fri.)
3. Typical Guide for students
    a. Look at word carefully.
    b. Say word softly.
    c. Listen to the sound of the word.
    d. Discover whether the word is spelled the way it sounds.
    e. Say word in sentence.
    f. Say letters softly.
    g. Close your eyes and say the letters.
    h. Write the word, saying the letters as you write.
    i. Draw a line under the part of word that is hard for you.
    j. Write the word without looking at your copy.
    k. Check with your copy to see if you have the word right.

SPELLING LIST - GRADE 8 - MINIMUMS

Lesson 1

1. character
2. attacked
3. dissatisfied
4. icicles
5. embarrass
6. fierce
7. gorgeous
8. despair
9. approach
10. laboratory

Lesson 2

1. semester
2. criticism
3. ache
4. especially
5. influence
6. murmur
7. severely
8. courtesy
9. attention
10. accurate

Lesson 3

1. stomach
2. author
3. completely
4. knowledge
5. lightning
6. forehead
7. exist
8. chosen
9. amateur
10. shining

Lesson 4

1. schedule
2. superior
3. acquainted
4. deceived
5. fatigue
6. expense
7. jewelry
8. imitation
9. excite
10. diseases

Lesson 5

1. descent
2. annual
3. literature
4. appetite
5. cemetery
6. alcohol
7. coupon
8. experience
9. likable
10. losing

Lesson 6

1. precise
2. jealousy
3. initial
4. heroes
5. acknowledge
6. succeed
7. success
8. chimney
9. awkward
10. efficient

Lesson 7

1. item
2. defense
3. arctic
4. hurry
5. hurrying
6. exhaust
7. ghost
8. luncheon
9. faucet
10. emphasize

Lesson 8

1. announcement
2. sensible
3. conquer
4. dictionary
5. secretary
6. equipped
7. fragile
8. luxury
9. scarcely
10. legible

Lesson 9

1. customer
2. sentence
3. aggravate
4. developed
5. exaggerated
6. handkerchief
7. grateful
8. sieve
9. loneliness
10. sophomore

Lesson 10

1. definitely
2. courageous
3. separate
4. severe
5. anxious
6. different
7. handsome
8. pneumonia
9. occasionally
10. magazine

Lesson 11

1. genius
2. foreign
3. scissors
4. acquired
5. apologize
6. cooperate
7. committee
8. environment
9. govern
10. governor

Lesson 12

1. representative
2. referred
3. sincerely
4. similar
5. cocoa
6. association
7. sincere
8. approval
9. convenient
10. desperate

Lesson 13

1. essential
2. desirable
3. arrange
4. statue
5. appreciate
6. column
7. arrival
8. speaks
9. proceeded
10. guard

Lesson 14

1. dining
2. existed
3. fascinating
4. strength
5. speech
6. assistant
7. cancel
8. happen
9. incident
10. incidentally

Lesson 15

1. possibility
2. fundamental
3. ceiling
4. fixtures
5. cafeteria
6. identical
7. humorous
8. interfere
9. chocolate
10. kindergarten

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.1 Spelling

Skill: 2.1.2 Memorizing basic word lists

Performance Indicator: 2.1.2.2 The student will spell and use correctly words from basic lists in context.

Performance Mode: Given four sentences, the student will select the sentence which contains a misspelled word or a word used incorrectly.

Item Stem Characteristics: The item stem will direct the student to select the misspelled or incorrectly used word.

Distracter Characteristics: The distracters will be spelled or used correctly.

Example:

00. Directions: Select the sentence containing the misspelled word or a word used incorrectly.

Stimulus:

Responses:

A. The apparent driver of the getaway car was arrested.

B. The committee will challange our decision.

C. He wants to abandon the job tomorrow.

D. I still do not understand the definition of that word.

(B)

BEST COPY

PERFORMANCE INDICATOR 2.1.2.2

GRADE 8

GRADES TAUGHT: 3-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.1.2.1

TEXTBOOK REFERENCES:

Warriner's English and Composition
Second Course

OTHER RESOURCES:

Refer to Eighth Grade Spelling List.

SUGGESTIONS FOR IMPLEMENTATION:

1. Use dictionaries to define words.
2. Use all words in context. Write original sentences.
3. Cloze type sentences.

   Write four sentences leaving a blank for the spelling word in each sentence. Write two words under each blank--one is the spelling word and the other word is a word like it in the beginning and end if possible, and of about the same length.
4. Write an original paragraph using spelling words spelled both correctly and incorrectly. Have student correct any errors.
5. Dictate sentences for students to write, using spelling words in context.

Common ________

Minimum ___X___

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2. Vocabulary

Skill: 2.2.2. Memorizing basic vocabulary

Performance Indicator: 2.2.2.1 The student will correctly identify the meanings of words from basic lists.

Performance Mode: Given a word in context from the basic vocabulary list, the student will select the correct meaning from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning.

Distracter Characteristics: The distracters will not be the correct meanings.

Example:

00. Directions: Choose the correct meaning of the underlined word.

Stimulus: the brunt of the attack

Responses:

A. the weakest part

B. the outermost boundaries

C. the main force of

D. the hopeful end of

Correct Response: C

PERFORMANCE INDICATOR 2.2.2.1

GRADE 8

GRADES TAUGHT: 1-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
Second Course

OTHER RESOURCES:

Eighth Grade
Vocabulary List included on next sheet.

SUGGESTIONS FOR IMPLEMENTATION:

1. Select a specific number of words to study per week.
2. Create vocabulary section in notebook.

   Write word. Define. Use word in context.
3. Give help in understanding and using figures of speech, in using adjectives and adverbs effectively, and in seeing the relation to meaning.
4. Review vocabulary lists occasionally and use words in writing as often as possible to make them permanent part of vocabulary.

VOCABULARY - GRADE 8 MINIMUMS

LESSON 1

1. abode
2. adjourn
3. adorn
4. adrift
5. alcoholic
6. allay
7. amid
8. ample
9. analyze
10. appease

LESSON 2

1. attentive
2. attorney
3. authentic
4. barbarian
5. beneficial
6. bias
7. blemish
8. blight
9. bondage
10. browse

LESSON 3

1. calamity
2. calorie
3. clamor
4. coincidence
5. competent
6. confidential
7. consistent
8. console
9. conspicuous
10. conspiracy

LESSON 4

1. contaminate
2. corrupt
3. counterfeit
4. coy
5. culprit
6. cumbersome
7. currency
8. custody
9. cutlery
10. debris

LESSON 5

1. deceit
2. decompose
3. decrepit
4. defendant
5. deformity
6. dilute
7. discharge
8. discriminate
9. dividend
10. dredge

LESSON 6

1. discipline
2. dislodge
3. dispense
4. distribution
5. dominate
6. drawl
7. eclipse
8. elapse
9. elated
10. eligible

LESSON 7

1. emigrate
2. emphasis
3. encompass
4. energetic
5. evade
6. excel
7, exclude
8. exposition
9. extensive
10. exterior

LESSON 8

1. facial
2. flexible
3. fortitude
4. gaudy
5. graft
6. habitation
7. haphazard
8. hereditary
9. hoard
10. hurtle

LESSON 9

1. identical
2. immorality
3. indulge
4. intersection
5. jaunt
6. liberal
7. liberate
8. logical
9. lubricant
10. lyrics

LESSON 10

1. martyr
2. massacre
3. matrimony
4. miscellaneous
5. misjudge
6. mobilize
7. morgue
8. musty
9. nomad
10. nourish

LESSON 11

1. obstruct
2. occupant
3. omit
4. oppress
5. orator
6. pivot
7. plasma
8. plight
9. poach
10. precise

LESSON 12

1. pretense
2. prior
3. profound
4. proverb
5. questionnaire
6. quota
7. reality
8. recede
9. relapse
10. reliance

LESSON 13

1. relic
2. relish
3. remit
4. remorse
5. removal
6. renewal
7. renounce
8. resound
9. restrain
10. restrict

LESSON 14

1. revise
2. rout
3. strive
4. summary
5. survival
6. taboo
7. temporary
8. transmit
9. trump
10. unique

LESSON 15

1. vacancy
2. valor
3. veneer
4. verdict
5. virtue
6. visor
7. vocal
8. vocation
9. void
10. vouch

Common______________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2. 0 - WORD ANALYSIS

Skill Area: 2.2. - Vocabulary

Skill: 2.2.2. - Memorizing basic vocabulary

Performance Indicator: 2.2.2.2. The student will correctly use words from basic lists in context.

Performance Mode: Given four sentences with one word underlined in each, the student will select the sentence in which the underlined word is not used correctly.

Item Stem Characteristics: The item stem will direct the student to select the sentence in which the underlined word is not used correctly.

Distracter Characteristics: The distracters will be sentences in which the underlined word is used correctly.

Example:

00. **Directions:** Select the sentence with the underlined word used incorrectly.

Stimulus: None

Responses:

A. The material was so porous it would not hold water.

B. Because he was so extravagant, he was able to save most of his money.

C. He made a deliberate attempt to wreck the car.

D. We enjoyed the festive occasion.

Correct Response: B

PERFORMANCE INDICATOR 2.2.2.2
GRADE 8

GRADES TAUGHT: 1-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1

TEXTBOOK REFERENCES:

Warriner's English and Composition
Second Course

OTHER RESOURCES:

Refer to Eighth Grade Vocabulary List.

SUGGESTIONS FOR IMPLEMENTATION:

1. Create paragraphs using vocabulary words in context. Exchange paragraphs and have students determine the meaning of the vocabulary words.
2. Create sentences using vocabulary words, both correctly and incorrectly. Have students determine if the words are used correctly.
3. Keep reviewing previous vocabulary words and remember to include them with the words currently being studied.

Common___x_______

Minimum__________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 -WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.3 - Analyzing word parts

Performance Indicator: 2.2.3.1 - The student will memorize a basic list of Greek and Latin roots and affixes.

Performance Mode: Given four choices, the student will select the correct meaning of a Greek or Latin root or affix from a basic list.

Item Stem Characteristics: The item stem will direct the student to select the proper meaning of the given root or affix.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:

00. Directions: Select the correct meaning of the given word part.

Stimulus: aster

Responses:

A. people

B. water

C. star

D. year

Correct Response (C)

PERFORMANCE INDICATOR 2.2.3.1

GRADE 8

GRADES TAUGHT: 4-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.3.2, 2.2.3.3, 2.2.3.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
Second Course, Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. Eighth Grade Roots and Affixes Lists included on next sheet.
2. Word Clues, by Amsel Greene; Harper & Row, Publishers

SUGGESTIONS FOR IMPLEMENTATION:

1. Arrange a concentrated time span to study these word parts. Have a break from grade level vocabulary lists.

2. Prepare weekly study lists using the Roots and Affix List.

3. Make word charts with words having technical meanings in various areas listed under subject headings such as biology, chemistry, geology, mathematics, social studies, etc.

4. Define words on word lists. Keep in a notebook.

5. General Interest

    a. Retention--keeping in mind, through practice, the roots learned.

    b. Extension--adding more roots to those known.

    c. Enrichment--Deepening realization and appreciation and enjoyment of the inner values of words long known.

6. See sample Student Sheet and Key included after Roots and Affixes Lists. This is merely for Technique--not a listing for this grade level.

Language Arts - Roots and Affixes

Grade 8 - ROOTS

	Root	Definition	Examples
1.	annus, ennium	year	annual, biennial
2.	aster	star	astronomy, asterisk
3.	brev	short	abbreviate, brief
4.	chron	time	chronological, chronic
5.	dem	people	democracy, demonstrate
6.	fort	strong	fortress, fortitude, comfort
7.	gen	race, birth, kind	generation, genesis
8.	homo	same	homonym, homogeneous, homogenized
9.	hydr	water	hydroplane, hydrant
10.	jac, jec	throw	respect, interject, project
11.	junct	join	conjunction, junction, adjunct
12.	micro	small	microscope, microbe
13.	psyche	mind	psychology
14.	scop	see	telescope
15.	tele	far	television, telegraph
16.	tort	twist	torture, tortilla
17.	vert, vers	turn	convert, versatile, vertigo
18.	vid, vis	see	vision, visible, provident
19.	voc	call	vocal, vocation, vocabulary
20.	vol	wish	benevolent, voluntary

Language Arts - Roots and Affixes

Grade 8 - PREFIXES

	Prefix	Definition	Example
1.	ante	before	antecedent, antedate, anteroom
2.	bene	well, good	benefit, beneficiary, benison
3.	dis	apart, from, opposite	dismiss, disappear, dislike
4.	fore	in front of, position, time	foreword, forecast
5.	inter	between, among	interdependent, intercede
6.	mis	wrong, badly, not	misplace, misfire, misfit
7.	re	again, back	rewrite, respect
8.	sub	under	submarine, substitute
9.	super	over, extra	superman, superstructur
10.	syn, sym	with, together	synonym, symbol, sympathy
11.	uni	one	uniform, unicycle

Language Arts - Roots and Affixes

Grade 8 - SUFFIXES

	Suffix	Definition	Example
1.	age	state of related to	marriage, passage
2.	al	relating to	animal, annual
3.	ance, ence, ancy, ency	act of, state of, condition of	assistance, depencdence, discrepancy, dependency
4.	ess, ist	one who acts	actress, scientist
5.	hood	state of	falsehood, motherhood
6.	ic, ical	of, like	manic, numerical
7.	ive	having the nature of	active, conservative
8.	ness	state of	gladness, loneliness
9.	ous	full of, quality of	dangerous, vigorous
10.	ster, stress	one who acts	trickster, seamstress

NAME SAMPLE STUDENT

COPY

Painting from a Greek vase
—1400 B.C.

Greek Roots - Study List

	Root:	Meaning:	English Use:
LIST I	1. bibl, biblio	book	
	2. anthrop	man	
	3. phon	sound	
	4. phil	love	
	5. miso	hate	
	6. a-, an-	without, not	
	7. anti-, ant	against	
	8. dia	through, across	
	9. hyper	over, excessive	
	10. peri-	around	
IST II	11. pro-	before	
	12. graph, gram	write, draw, describe, record	
	13. scop, scept	loot at, examine	
	14. mania	madness for	
	15. phobia	morbid fear of	
	16. mega	large	

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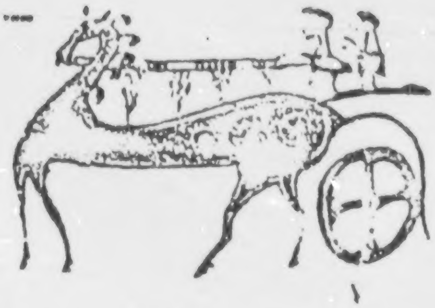
NAME SAMPLE KEY


Painting from a Greek vase
—1400 B.C.

Greek Roots - Study List

	Root:	Meaning:	English Use:
LIST I	1. bibl, biblio	book	Bible bibliography
	2. anthrop	man	anthropology,anthromorphic anthropologist
	3. phon	sound	phonics,megaphone,phonetic telephone,microphone,phonograph
	4. phil	love	philosophy,Anglophile philanthropist
	5. miso	hate	misogynist
	6. a- an-	without, not	apathy, atom, anarchy
	7. anti-, ant	against	antibody,Antarctic antibiotic,antacid
	8. dia	through, across	diagram,diarama dialog
	9. hyper	over, excessive	hyper,hypertension hyperthermal
	10. peri-	around	perimeter periscope
LIST II	11. pro-	before	program, provide proceed
	12. graph, gram	write, draw, describe, record	telegraph,phonograph telegram,diagram
	13. scop, scept	loot at, examine	telescope,microscope sceptical
	14. mania	madness for	mania Beatlemania
	15. phobia	morbid fear of	claustrophobia acraphobia,phobia
	16. mega	large	megaton,megaphone megawar

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Common ______

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2. - Vocabulary

Skill: 2.2.4 - Developing word meanings

Performance Indicator: 2.2.4.1 The student will identify contextually antonyms for a given list of words.

Performance Mode: Given a word in context from a given list of words, the student will select the correct antonym from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct antonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words which are not antonyms of the underlined word.

Example:

00. Directions: Choose the word which is an antonym of the underlined word.

Stimulus: We will need to terminate the contract.

Responses:

A. conclude

B. begin

C. end

D. rewrite

Correct Response: B

PERFORMANCE INDICATOR 2.2.4.1
GRADE 8

GRADES TAUGHT: 1-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1, 2.2.2.2, 2.2.4.2

TEXTBOOK REFERENCES:

Warriner's English and Composition
Second Course, Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

Refer to Eighth Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a thesaurus available.
2. Make a dictionary available.
3. In addition to definitions of words from the grade level Vocabulary List, write the antonyms when possible.
4. Create word lists and have students supply the antonyms.

Common __________

Minimum ____X____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.2. Vocabulary

Skill: 2.2.4. Developing word meanings

Performance Indicator: 2.2.4.2. The student will identify synonyms for a given list of words.

Performance Mode: Given a word in context from a given list of words, the student will select the correct synonym from four choices for the underlined word.

Item Stem Characteristics: The item stem will direct the student to select the correct synonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words which are not synonyms of the underlined word.

Example:

00. Directions: Choose the word that is a synonym of the underlined word.

Stimulus: The catastrophe was totally unexpected.

Responses:

A. blessing

B. disaster

C. triumph

D. performance

Correct Response: B

PERFORMANCE INDICATOR 2.2.4.2
GRADE 8

GRADES TAUGHT: 2-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1, 2.2.2.2, 2.2.4.1

TEXTBOOK REFERENCES:

Warriner's English and Composition
Second Course, Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

Refer to Eighth Grade Vocabulary List.

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a thesaurus available.
2. Make a dictionary available.
3. In addition to definitions of words from the grade level Vocabulary List, write the synonyms when possible.
4. Createword lists and have students supply the synonyms.

Item Specification

Common ________

Minimum ___X___

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.2 Vocabulary

Skill: 2.2.4 Developing word meanings

Performance Indicator: 2.2.4.3 The student will differentiate between pairs of homonyms.

Performance Mode: Given four sentences containing homonyms from a basic list, the students will select the sentence that is not correct.

Item Stem Characteristics: The item stem will direct the student to select the sentence that is not correct.

Distracter Characteristics: The distracters will be used correctly.

Example:

00. Directions: Select the sentence which is not correct.

Stimulus:

Responses:

A. Everyone likes to give advise.

B. The effect of the victory was startling.

C. The people were all ready to watch the launching of the rocket.

D. The coach advises everyone to stick to the training rules.

(A)

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PERFORMANCE INDICATOR 2.2.4.3

GRADE 8

GRADES TAUGHT: 3-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
Second Course, Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

Seventh and Eighth Grade Homonym List on next page.

SUGGESTIONS FOR IMPLEMENTATION:

1. Make Study Lists for these words with explanations. Be sure words are spelled accurately and parts of speech known.
2. Always do exercises with words in context (sentences, paragraphs, etc.). Have student select the appropriate homonym.
3. Try dictation of homonyms in context.
4. Work in small groups or with partners.

Language Arts - Homonym Continuum

SEVENTH and EIGHTH GRADE

7 & 8 Homonyms

accept
except

advice
advise

affect
effect

already
all ready

altar
alter

altogether
all together

brake
break

capital
capitol

cloths
clothes

coarse
course

complement
compliment

council
counsel

councilor
counselor

desert
dessert

formally
formerly

hear
here

its
it's

lead
led

loose
lose

passed
past

peace
piece

plain
plane

principal
principle

quiet
quite

shone
shown

stationary
stationery

than
then

their
there
they're

threw
through

to
too
two

weak
week

weather
whether

who's
whose

your
you're

Common___x_______

Item Specification

Minimum____________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 -WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.5 - Learning the techniques of contextual analysis

Performance Indicator: 2.2.5.1 - The student will use the techniques of contextual analysis to get the meaning of words in sentences.

Performance Mode: Given a sentence and four choices, the student will use contextual analysis to determine the meaning of the underlined nonsense word.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning of the underlined nonsense word.

Distracter Characteristics: The distractors will be incorrect meanings.

Example:

00. Directions: Select the meaning of the underlined nonsense word.

Stimulus: The leaves of the mnudle were brown.

Responses:

A. tree

B. tent

C. window

D. porch

Correct Response (A)

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PERFORMANCE INDICATOR 2.2.5.1
GRADE 8

GRADES TAUGHT: 3-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
Second Course, Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Use the Cloze technique. Take a story or paragraph and delete every fifth word. The students are to supply the missing word.
2. Work in small groups where the students make their own Cloze passages and exchange papers with other groups.
3. Good with small groups or partners.
4. Along the same lines as Cloze technique, use nonsense words in context and have students determine the nonsense word from a multiple choice.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 2.0 - Word Analysis

Skill Area: 2.2 - Vocabulary

Skill: 2.2.6 - Using word analogies to develop vocabulary

Performance Indicator: 2.2.6.2 - The student will identify pairs of words with the same relationships as a given pair.

Performance Mode: Given a pair of words the student will determine the relationship of that pair of words and select the word that completes the analogy.

Item Stem Characteristics: The item stem will direct the student to select the word that completes the analogy.

Distracter Characteristics: The distracters will be incorrect words.

Example:

00. Directions: Select the word that completes the statement.

Stimulus: Inches : Foot :: Ounces : ___________.

Responses:

A. Pound

B. Yard

C. Scale

D. Ruler

Correct Response A

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PERFORMANCE INDICATOR 2.2.6.2

GRADE 8

GRADES TAUGHT: 6-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.6.3

TEXTBOOK REFERENCES:

Warriner's English and Composition
Second Course, Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students make their own analogies and share with a partner.
2. Work in small groups in creating analogies.
3. Create games or contests to determine groups that can solve the most analogies.
4. Allow plenty of time for practice.
5. Use vocabulary from other content area if possible.

3.0 OBTAINING INFORMATION

Item Specification

Common ____

Minimum X

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 3.0 OBTAINING INFORMATION

Skill Area: 3.1 Dictionary

Skill: 3.1.2 Using the dictionary

Performance Indicator: 3.1.2.5 The student will find meanings of words (in context) that have multiple meanings.

Performance Mode: Given a word in context, the student will select the appropriate meaning from two choices.

Item Stem Characteristics: The item stem will direct the student to select the appropriate meaning of the underlined word.

Distracter Characteristics: The distracter will be another possible meaning of the underlined word.

Example:

00. Directions: Select the appropriate meaning of the underlined word.

Stimulus: Bad eggs have an offensive odor.

Responses:

A. Irritating, annoying

B. Position of attitude or attack

C.

D.

(A)

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PERFORMANCE INDICATOR 3.1.2.5

GRADE 8

GRADES TAUGHT: 5-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
Second course, Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. a dictionary

SUGGESTIONS FOR IMPLEMENTATION:

1. Good small group or partner activity.
2. Have students find words with multiple meanings. Then create sentences using the words in context. Exchange papers with another group to determine which meaning is the correct one.
3. Give a passage and see if students can find any words with multiple meanings.
4. Be sure to have a dictionary available.

Common ____X____

Item Specification

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 4.0 Studying

Skill Area: 4.1 Study habits

Skill: 4.1.1 Notetaking

Performance Indicator: 4.1.1.1 The student will take organized notes from both oral and written presentations.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

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PERFORMANCE INDICATOR 4.1.1.1
GRADE 8

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.2.1, 4.1.3.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, 2nd course. Harcourt Brace & Jovanovich.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Model notetaking on an overhead projector from a taped lecture.
2. Provide many opportunities and subjects for practice.
3. Provide opportunities for small group comparison of notes.
4. Provide partial outlines of taped and written material, and have students fill in missing information. Gradually decrease amount filled in.

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 4.0 Studying

Skill Area: 4.1 Study habits

Skill: 4.1.2 Outlining

Performance Indicator: 4.1.2.1 The student will outline written material.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 4.1.2.1

GRADE 8

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.1.1, 4.1.3.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, 2nd course. Harcourt, Brace & Jovanovich.

OTHER RESOURCES:

See attached sheets.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide partial outlines and have students fill in, gradually decreasing amount filled in.
2. Provide many opportunities and subject areas for practice.
3. Provide opportunities for small group comparison of outlines.
4. Gradually increase the selection size.

How to Make Outlines That Organize

When a Student Needs an Outline

"That was a very good report in some ways, Diane," said Miss Ellis. "The story about the witch doctor got everyone interested right at the start. I think, too, that you gave us a good account of the work of Pasteur. Why did you wait until the end to mention William Harvey? He's too important to pass over in such a hurry. Also, you started to tell about microscopes in one place, left that subject for another, and came back to microscopes much later. You didn't organize. Let's see your outline."

Diane didn't have an outline. In the lower grades she'd been successful at making reports, for she was never boring. She talked well and always found an original way to introduce the subject. Now she has come to the time when to entertain is not enough. Reports must give information, and ideas must be so organized as to be remembered. Diane has to learn to organize her material.

Organizing Your Thoughts

Organization means putting together the things that belong together.

First think over what you are going to say or write. Asking yourself questions helps. What is my main topic? What different things do I want to tell about this topic? In what order? You have now begun to organize in your mind. Next you write down this organization of your ideas. That's where outlining comes in.

Outlines as Organizers

An outline is a diagram which places your ideas in order and indicates the importance of each idea. To put your subject into outline form, you must separate the subject into its two or more important parts.

Suppose you are reporting on *Life in Our New State of Hawaii.* What are you telling about that life? You may decide to explain the geographical conditions, tell of the origin and character of the people, and then describe outdoor living in Hawaii. You now have three main divisions: Topic I, Topic II, Topic III.

The first stumbling block for many pupils is the form of the outline. We'll start with a single paragraph from an article about the St. Lawrence Seaway which appeared in *Junior Scholastic.* Read the paragraph (below), then study the outline beside it.

Notice in this sample outline that:

Roman number I indicates the main topic.

Capital letters A and B indicate the two subdivisions of Topic I.

Arabic numbers 1, 2, 3 indicate subtopics of those divisions.

Small letters a and b are used when we need to divide a subtopic into its parts.

Indentations keep topics and subtopics in their proper places.

Most outlines deal with reports or articles much longer than a single paragraph. When we examine them, however, we see that the pattern of outlining is the same. Here is an outline of a textbook chapter (part of table of contents, *America and the World*, by Lansing, Chase, and Nevins. Copyright 1949 by D. C. Heath & Co.)

(Chapter) IV—People on the Move
- A. Opening up Canada
  - 1. Fur traders and explorers
  - 2. David Thompson and his map
  - 3. Mackenzie
    - a. North to the Arctic
    - b. West to the Pacific
- B. Out to Australia
  - 1. The founding of Sydney
  - 2. John Macarthur
  - 3. Squatters in Australia

Each of these topics and subtopics is large enough to cover several paragraphs in the history book. But you use the same system of outlining as you used for the single paragraph on the St. Lawrence Seaway. Divisions of the subject are indented. Subtopics are indented one step further. Numbers alternate with letters as you move down the scale—I, A, 1, a.

The outline clearly shows the main ideas in the chapter. And it shows which ideas are more important and which are less so.

A SAMPLE OUTLINE

> The Canadian and United States governments talked for years of building the St. Lawrence Seaway before undertaking the job. There were many arguments against the project. It would cost a great deal. It would be useless during the four winter months, when ice chokes the river. Some railroad companies and U. S. east coast seaports opposed the idea. They feared they would lose business. There were strong arguments on the other side, too. The 45,000,000 Americans and Canadians who live in the St. Lawrence-Great Lakes region would have a "sea coast." They would profit by larger trade and by shipping goods more cheaply.

I. Canadian-American discussion of St. Lawrence Seaway.
- A. Arguments against Seaway.
  - 1. Cost
  - 2. Ice during winter months
  - 3. Fears of business loss
    - a. U. S. seaports
    - b. Railroads
- B. Arguments for Seaway
  - 1. "Seacoast" for Great Lakes-St. Lawrence region
  - 2. Increased profits
    - a. Larger trade

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Practice in outlining well-organized material makes you familiar with the ways of outlines. This is good preparation for outlining your own reports.

You've seen the system in operation. Now try your hand at finishing a partially made outline. Below is a portion of an article on "Indonesia—Poverty Amid Riches" which appeared in *World Week.* The first two sections of this article deal with:

I. The races of Indonesia.
II. Geography of Indonesia.

Topic III, *Living in Indonesia*, is partially outlined below. Look over the outline, then read the concluding part of this section and see whether you can finish the outline correctly—putting in subtopics where necessary.

III. Living in Indonesia
A. Poverty
1. Crowding
2. Average income
B. Agriculture
1. Fertility of soil
2. Climate
3. Crops
a. Rice
b. Vegetables
C. Rubber
1. Large estates
2. Export trade

D. ________________________________

E. ________________________________

F. ________________________________

You will find the topics for D, E, and F in the following portion of the article.

> Modern industry in Indonesia is not extensive. What there is includes factories making chemicals, textiles, paper, soap, and tires. Handicrafts, on the other hand, are well developed. Especially famous are the Indonesian batiks—fabrics decorated with beautiful and intricate designs.
>
> Modern education has only recently begun in Indonesia. Since independence thousands of schools have been opened and since the people are naturally intelligent there has been considerable reduction of illiteracy. However, more than a quarter of the people are still unable to read and write. This lack of modern skills holds back progress in Indonesia. There are shortages of trained engineers and administrators. In the whole country there are only about 2,000 doctors.
>
> Most Indonesians are of medium height with brown skins and black hair. In Java there are people whose ancestors have been civilized for thousands of years, while in Borneo there are savage Dyaks who still practice head hunting. Ninety per cent of the Indonesians are Moslems. Christians number about 3,000,000, largely in the eastern-most islands. There are also at least 2,000,000 Hindus.
>
> Indonesians have the reputation of being among the world's most charming people. They are delighted to show visitors the traditional dances that have flourish-

Outlining Your Own Material

Outlining can help you make clearer and better organized notes and reports. Separate your topic into its main divisions. Decide about the proper order for presenting the different parts. Also, you must recognize which items are important enough to be topics all by themselves, and which are subtopics of a main topic.

When you get through, look over your outline to make sure that there is no A without a B, no 1 without a 2, no small a that is not followed by a small b. Do you know why? Because you can't divide a subject into *one* part. If there's only one part it doesn't need dividing. Did you figure that one out?

TEST YOURSELF

Test 1—Turn to the table of contents of your Social Studies textbook and select a chapter or unit to be outlined. Write your outline here, making sure that your main topics, subtopics, and indentations are correctly placed.

Title—

I

II

III

Test 2—Select an article from *Junior Scholastic* or *World Week* and outline it here:

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Item Specification

Common x

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 4.0 STUDYING

Skill Area: 4.1 Study habits

Skill: 4.1.3 Skimming

Performance Indicator: 4.1.3.1 The student will skim written material for a specific purpose.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 4.1.3.1

GRADE 8

GRADES TAUGHT: 4-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.1.1, 4.1.2.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:

OTHER RESOURCES:

Karlen, Robert, Teaching Reading in High School, 2nd edition.

See attached sheets.

SUGGESTIONS FOR IMPLEMENTATION:

See attached sheets.

Learning and Study Skills Center
University of California Riverside

INTRODUCTION TO SKIMMING AND SCANNING

SKIMMING is the ability to process large quantities of materials very fast in order to read for a specific purpose, the location of the main idea. In contrast, scanning refers to the ability to locate facts quickly.

SKIMMING - In order to skim for main ideas it is important to understand the author's writing pattern. Check summaries, and topic headings. Usually a textbook chapter contains only one or two major concepts and the rest is used to clarify.

SCANNING - The ability to scan for facts and details is a useful skill. Scanning will help you build up your technical vocabulary and make your reading easier. It will also aid you in situations like writing term papers where you have to process large numbers of pages to locate the facts that are most appropriate for your research.

LEARNING HOW TO SKIM AND SCAN Skimming for major ideas requires understanding the author's method of organizing materials, and recognizing his generalizations. Scanning requires practice in closing your mind to other distractions and looking for specifics. If you look for specific information you will probably be able to remember it, but may do poorly on other questions about the material. So determine your purpose before you begin to read.

WHAT DOES IT TAKE TO LEARN TO SKIM AND SCAN? First of all, you need the proper mental attitude. Some of the activities involved in learning to skim and scan may be difficult for you because they require you to change old habits and attitudes about reading. If you feel guilty about skipping words and sentences, you will have trouble skimming until you overcome this attitude. Second, you will have to concentrate harder, and you will not be able to let your thoughts roam. Third, you will have to be conscious of forcing yourself to work more rapidly than is comfortable for you and be constantly aware of time. Fourth, you will have to define specific purposes for reading and limit your reading to these purposes. Fifth, you will have to learn new techniques and practice them diligently.

SIX MYTHS ABOUT READING WHICH CAN HANDICAP YOU

Myth I

I have to read every word. Many of the words used in writing grammatically correct sentences actually convey no meaning. If, in reading, you exert as much effort in conceptualizing those meaningless words as you do important words, you limit not only your reading speed but your comprehension as well.

Myth 2
Reading once is enough. You should skim as rapidly as possible to determine the main idea and to identify those parts that need careful reading. Re-read more carefully those parts that need careful reading. Re-read more carefully to plug the gaps in your knowledge. You should be spending as much time as possible learning ideas, not processing words visually. Rather than assuming once is enough, or automatically re-reading, take a few seconds to quiz yourself on the material you have just read and then review those sections that are still unclear or confusing to you.

Myth 3
It is sinful to skip passages in reading. Sir Francis Bacon once said that some are to be nibbled or tasted, some are to be swallowed whole, and a few need to be thoroughly chewed and digested. Unfortunately, many teachers still insist that anything printed should be chewed and digested no matter how trivial the content. No wonder many people dislike reading! Set goals for your reading and test your ability to meet these goals. Rapid reading and skimming are not less desirable ways of processing printed materials when you are pressed for time, or a kind of compromise; they are skills which require you to examine critically your own purposes for reading and the value of the material you read.

Myth 4
Machines are necessary to improve my reading speed. Nonsense! The best and most effective way to increase your reading rate is to consciously force yourself to read faster. Machines are useful only as motivators. If you find yourself in need of a pusher, use a 3" by 5" card as a pacer, or use your hand, or your finger. However, there is one caution you should observe if you try this. Be sure that your hand or finger or card is used to push, not merely to follow your eyes.

Myth 5
If I skim or read too rapidly, my comprehension will drop. Many people refuse to push themselves faster in reading for fear they will lose comprehension. However, research shows that there is little relationship between rate and comprehension. Whether you have good comprehension depends on whether you can extract and retain the important ideas from your reading, not on how fast you read. If you "clutch up" when trying to read faster or skim and worry about your comprehension, it will drop because your mind is occupied with your fears and you are not paying attention to the ideas you are reading. If you concentrate on your purpose for reading --e.g., Locating the main ideas and details, and forcing yourself to stick to the task of finding them quickly, then both your speed and comprehension should increase.

Myth 6
There is something about my eyes that keeps me from reading fast. This belief is nonsense too, assuming that you have good vision or wear glasses that correct your eye problems. Usually it is your brain, not your eyes that slows you down in reading. Your eyes are capable of taking in more words than your brain is used to processing. If you sound out words as you read, you will probably read very slowly and have difficulty in skimming and scanning until you can break this habit.

STEPS TO FOLLOW IN SKIMMING FOR MAIN IDEAS

1. First read the title of the selection carefully. Determine what clues it gives you to what the selection is about. Watch for signal words like "causes", "results", "effects", etc, or those ("pros and cons") suggesting controversy.

2. Look carefully at headings and other organizational clues. These tip you off to what the author considers the main points he wants you to learn.

3. Watch for important points brought out by: major headings and subtitle, italicized words and phrases, points listed with numbers, and repetition of a point in slightly different words.

4. Read the first paragraph and the last paragraph.

5. If you haven't gotten the main idea, skim by reading the first sentence in each paragraph.

STEPS TO FOLLOW IN SCANNING In scanning you are looking for specific details or words, or phrases. The key to success in scanning is locating these facts or terms quickly by looking, not reading.

1. Fix the term in your mind, then run your eyes quickly down the columns until you locate it. If you find yourself reading, say the phrase or fact over and over again to yourself as you move your eyes down the page.

2. Many students find it useful to have a 3" by 5" card as a pusher. Use it to push, not to follow your eyes.

3. Move your eyes straight down the center in narrow columns, or, with wider columns, make a Z shape, or focus on the right side of the page.

4. Look the whole page over and note headings, indentations, and italicized words. These may give you an idea of where the fact is located.

5. Remember that it is essential that you work quickly. If you are not moving at at least 800 wpm, you are not scanning, you are reading.

6. The ultimate objective of scanning is the location of facts or terms. If you are doing this properly, your mind is not taking in other ideas. If you have the right mental set and work quickly enough, you will find that the words you are searching for will "pop out" of the print as if they were in boldface type.

REMEMBER: Concentrate on the phrase or fact you are looking for and move your eyes quickly down the page.

Adapted from Skimming and Scanning Improvement
by Martha J. Maxwell

PROCEDURES FOR REFINING READING FLEXIBILITY AND RATE

Aiding the reader in controlling his strategies for searching for information and using appropriate reading rates is an important part of a well rounded reading program. Two types of rate training are particularly valuable in helping students develop flexibility and efficiency in reading textbooks or using reference materials. The first type is *scanning* and the second is *skimming*.

Scanning is a very fast rate of reading used to obtain prespecified information. For example, the reader should know that he is looking for a word, topic, italicized term, scheme, date, or answer to a factual question that will be found in a phrase or statement. The reader should move his eyes very quickly over words, line by line, looking for a prespecified unit of information or cues to it. Once the unit or related cues are found, the reader reduces his rate and rereads the sentence before and after it. It is essential that the reader knows what he is looking for to benefit from the very fast scanning rate. This type of rate is useful for prespecified reading to find the parts of a text to answer cognitive memory questions; using a phone book; reading a transportation schedule, newspaper ads, or card catalog; and using the guide words in an encyclopedia, dictionary, or similar reference sources.

Skimming is a fast rate of reading employed to find the general idea of the material. That is, skimming most frequently is used to answer the question, "What is this about?" In contrast to scanning, the reader does not have a specific information unit in mind to be found. Consequently, it is a slower rate than scanning. Skimming is rapid reading to acquire general ideas rather than prespecified details. What and why might the reader skim? One of the most frequent applications of skimming is to preview the major titles and subtitles of a chapter. This may be done to get a general idea of what the chapter is about, to determine which topics are emphasized, or to decipher the organization of the topics in a textbook chapter.

When reading the front page of a newspaper, the reader may skim a particular article to find out who did what, when and where it happened, and why it happened. A skimming rate is particularly useful to rereading one or more paragraphs to establish the referent or meaning relationships between the major topic and the subtopics which refer to it. Contrary to what some experts have suggested, it does not appear that there is any basis for assuming that the reader can profitably use skimming to identify the main idea of a single expository paragraph, and especially, to identify more than one main idea across a series of paragraphs. Only if the material were very familiar would this likely be successful (Maxwell, 1973). However, it is very efficient to use a skimming rate for *rereading* one or more paragraphs to trace the relationships between identified stated main ideas and statements used to explain, elaborate, or qualify them.

BEST COPY

Item Specification

Common ________

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 4.0 STUDYING

Skill Area: 4.1 Study habits

Skill: 4.1.4 Scanning

Performance Indicator: 4.1.4.1 The student will scan to identify the purpose of written material.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 4.1.4.1

GRADE 8

GRADES TAUGHT: 4-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.1.1, 4.1.2.1, 4.1.3.1, 4.1.5.1

TEXTBOOK REFERENCES:

OTHER RESOURCES:

Karlen, Robert, Teaching Reading in the Middle Grades, Allyn & Bacon.

See attached sheets.

SUGGESTIONS FOR IMPLEMENTATION:

See attached sheets.

Learning and Study Skills Center
University of California Riverside

INTRODUCTION TO SKIMMING AND SCANNING

SKIMMING is the ability to process large quantities of materials very fast in order to read for a specific purpose, the location of the main idea. In contrast, scanning refers to the ability to locate facts quickly.

SKIMMING - In order to skim for main ideas it is important to understand the author's writing pattern. Check summaries, and topic headings. Usually a textbook chapter contains only one or two major concepts and the rest is used to clarify.

SCANNING - The ability to scan for facts and details is a useful skill. Scanning will help you build up your technical vocabulary and make your reading easier. It will also aid you in situations like writing term papers where you have to process large numbers of pages to locate the facts that are most appropriate for your research.

LEARNING HOW TO SKIM AND SCAN Skimming for major ideas requires understanding the author's method of organizing materials, and recognizing his generalizations. Scanning requires practice in closing your mind to other distractions and looking for specifics. If you look for specific information you will probably be able to remember it, but may do poorly on other questions about the material. So determine your purpose before you begin to read.

WHAT DOES IT TAKE TO LEARN TO SKIM AND SCAN? First of all, you need the proper mental attitude. Some of the activities involved in learning to skim and scan may be difficult for you because they require you to change old habits and attitudes about reading. If you feel guilty about skipping words and sentences, you will have trouble skimming until you overcome this attitude. Second, you will have to concentrate harder, and you will not be able to let your thoughts roam. Third, you will have to be conscious of forcing yourself to work more rapidly than is comfortable for you and be constantly aware of time. Fourth, you will have to define specific purposes for reading and limit your reading to these purposes. Fifth, you will have to learn new techniques and practice them diligently.

SIX MYTHS ABOUT READING WHICH CAN HANDICAP YOU

Myth I
I have to read every word. Many of the words used in writing grammatically correct sentences actually convey no meaning. If, in reading, you exert as much effort in conceptualizing those meaningless words as you do important words, you limit not only your reading speed but your comprehension as well.

Myth 2

Reading once is enough. You should skim as rapidly as possible to determine the main idea and to identify those parts that need careful reading. Re-read more carefully those parts that need careful reading. Re-read more carefully to plug the gaps in your knowledge. You should be spending as much time as possible learning ideas, not processing words visually. Rather than assuming once is enough, or automatically re-reading, take a few seconds to quiz yourself on the material you have just read and then review those sections that are still unclear or confusing to you.

Myth 3

It is sinful to skip passages in reading. Sir Francis Bacon once said that some are to be nibbled or tasted, some are to be swallowed whole, and a few need to be thoroughly chewed and digested. Unfortunately, many teachers still insist that anything printed should be chewed and digested no matter how trivial the content. No wonder many people dislike reading! Set goals for your reading and test your ability to meet these goals. Rapid reading and skimming are not less desirable ways of processing printed materials when you are pressed for time, or a kind of compromise; they are skills which require you to examine critically your own purposes for reading and the value of the material you read.

Myth 4

Machines are necessary to improve my reading speed. Nonsense! The best and most effective way to increase your reading rate is to consciously force yourself to read faster. Machines are useful only as motivators. If you find yourself in need of a pusher, use a 3" by 5" card as a pacer, or use your hand, or your finger. However, there is one caution you should observe if you try this. Be sure that your hand or finger or card is used to push, not merely to follow your eyes.

Myth 5

If I skim or read too rapidly, my comprehension will drop. Many people refuse to push themselves faster in reading for fear they will lose comprehension. However, research shows that there is little relationship between rate and comprehension. Whether you have good comprehension depends on whether you can extract and retain the important ideas from your reading, not on how fast you read. If you "clutch up" when trying to read faster or skim and worry about your comprehension, it will drop because your mind is occupied with your fears and you are not paying attention to the ideas you are reading. If you concentrate on your purpose for reading --e.g., Locating the main ideas and details, and forcing yourself to stick to the task of finding them quickly, then both your speed and comprehension should increase.

Myth 6

There is something about my eyes that keeps me from reading fast. This belief is nonsense too, assuming that you have good vision or wear glasses that correct your eye problems. Usually it is your brain, not your eyes that slows you down in reading. Your eyes are capable of taking in more words than your brain is used to processing. If you sound out words as you read, you will probably read very slowly and have difficulty in skimming and scanning until you can break this habit.

STEPS TO FOLLOW IN SKIMMING FOR MAIN IDEAS

1. First read the title of the selection carefully. Determine what clues it gives you to what the selection is about. Watch for signal words like "causes", "results", "effects", etc, or those ("pros and cons") suggesting controversy.

2. Look carefully at headings and other organizational clues. These tip you off to what the author considers the main points he wants you to learn.

3. Watch for important points brought out by: major headings and subtitle, italicized words and phrases, points listed with numbers, and repetition of a point in slightly different words.

4. Read the first paragraph and the last paragraph.

5. If you haven't gotten the main idea, skim by reading the first sentence in each paragraph.

STEPS TO FOLLOW IN SCANNING In scanning you are looking for specific details or words, or phrases. The key to success in scanning is locating these facts or terms quickly by looking, not reading.

1. Fix the term in your mind, then run your eyes quickly down the columns until you locate it. If you find yourself reading, say the phrase or fact over and over again to yourself as you move your eyes down the page.

2. Many students find it useful to have a 3" by 5" card as a pusher. Use it to push, not to follow your eyes.

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Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 4.0 - STUDYING

Skill Area: 4.1 - Study habits

Skill: 4.1.5 - Paraphrasing

Performance Indicator: 4.1.5.1 - The student will paraphrase various written materials.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

BEST COPY

PERFORMANCE INDICATOR 4.1.5.1

GRADE 8

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 4.1.1.1, 4.1.2.1, 4.1.3.1, 4.1.4.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, 2nd course, Harcourt Brace & Jovanovich.

OTHER RESOURCES:

See attached sheets.

SUGGESTIONS FOR IMPLEMENTATION:

1. Model summarizing with overhead projector and vary types of selections.
2. Have student pair off to jointly write summarized materials.
3. Have student work in small groups to summarize material.
4. Provide many opportunities for practice.

THE SUMMARY

Today, people are coming to rely more and more on summaries to keep them informed of national and world events, of new inventions and discoveries, and of social and political situations which affect them directly or indirectly. They turn to radio and television broadcasts for commentaries on the news and for discussions of current problems. They buy magazines which provide summaries of articles, surveys, and speeches. They keep "up-to-date" on the latest books by reading digests and condensations. They continually refer to such standard reference books as encyclopedias and special dictionaries which offer concise and accurate summaries of information collected from many sources. The purpose of these and other summaries is to present whatever information is essential, and in a form that is both shorter and simpler than the original.

The summary you write should serve the same purpose. Whether it is a single paragraph in length, or several paragraphs, will depend on the selection being summarized. The number does not, however, have any relation to the number of paragraphs in the original selection. Rather, it is determined by the kind and amount of information you consider an essential part of your summary. As a rule, the length of a summary is about one-fourth—or less—the length of the original, *except* when the original is a long work, such as a book or a chapter of a book. The summary discussed here is the kind you would make of an article, essay, short biography, or excerpt from a work of nonfiction.

The original selection usually contains a wealth of material carefully chosen by the author to help you understand his ideas and share his thoughts, feelings, or experiences. You are faced, therefore, with the problem of condensing this material and, at the same time, retaining what is significant both in content and total effect. When you have extracted this, you must state it as clearly and accurately as you can in your own words. You are, in effect, saying to your reader, "Briefly, this is what the author said. . . ." You should not add comments of your own nor express opinions about the subject of the selection or the author's treatment of it. Your reader expects—and rightly—that your summary will contain nothing he could not also find in the original. He does not expect, however, that you will follow the original so closely that you are merely "parroting" what the author has said. This would be plagiarizing, not summarizing.

Before you can write a summary, you must thoroughly understand the original. First, give the entire selection a quick reading to discover what it is about—the general subject or theme—as well as the author's attitude and purpose. Also try to discover the plan he has followed in presenting his material—the number of main points or ideas he has chosen to cover and the order in which they are arranged. Second, give the selection a careful, analytical reading. As you come to each main point or idea, make sure you understand what the author wanted to convey. Phrase this in your own words and write it down on paper. Then go on to the next main point or idea, continuing the same procedure until you have reached the end of the selection. Third, using your notes as a guide, write a series of statements which, in the order of the original, provide a summary of the material you have read. Keep in mind that whether you are writing a single paragraph or several paragraphs, your reader will expect you to follow the rule of good paragraph structure. (For specific suggestions, see pages 81 to 86 of this *Handbook*.)

When you have completed the rough draft of your summary, you will want to make sure you have not omitted any ideas, impressions, or experiences which are essential. Therefore, check what you have written against the original. Wherever your summary is weak or incomplete, improve it by selecting ideas from the original that will "round it out." Then check each statement in your summary. Is it expressed so clearly and accurately that your reader will have no difficulty understanding what the author intended to convey? Wherever any changes are needed, be sure to make them. Then edit your rough draft carefully, revising sentences that are awkward or ungrammatical, adding transitions between sentences where they are needed, and correcting spelling and punctuation. When you are satisfied that your summary is a concise, accurate, and readable condensation of the original, make a final copy in ink.

Assignments

1. Write a summary of the main editorial in the Sunday edition of your favorite newspaper.

2. Choose a nonfiction selection from your anthology and write a brief summary of the author's main idea or theme.

3. Write a summary of a talk you heard recently on radio or television, at a meeting, or in a school assembly.

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5.0 LISTENING

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 5.0 - LISTENING

Skill Area: 5.1 - Listening

Skill: 5.1.2 - Understanding and responding to oral presentations

Performance Indicator: 5.1.2.5 - After listening to a short narrative, the student will identify the main idea.

Performance Mode: After listening to a short, taped narrative the student will select the main idea from the options.

Item Stem Characteristics: The item stem will consist of a selection on a taped recording of a short narrative. After it has been read, the verbal statement will be: "Turn to the responses and select the one that is the main idea."

Distracter Characteristics: The distracters will be ideas which are not main ideas.

Example:

00. Directions: (to be read aloud by test monitor to test group) "This is a listening question to test your ability to listen for the main idea. The selection will only be read once. Listen to the selection carefully and then determine the main idea.

Stimulus:

(see attached sheet)

Responses:

A. Who invented the telephone

B. Who first answered the telephone

C. Who first answered "Hello"

D. How the telephone is used

correct response: C

STIMULUS:

.5.1.2.5

SCRIPT FOR TAPE RECORDING

In the early days of the telephone, people answered by asking, "Are you ready to talk?" or "Are you there?" The first person to answer with the word "Hello" is believed to have been Thomas Edison. This simple greeting immediately became popular. The only exception occurred during World War II. To save time, the U.S. War Department insisted that its employees answer with their names.

Turn to the responses and select the one that is the main idea.

PERFORMANCE INDICATOR 5.1.2.5

GRADE 8

GRADES TAUGHT: 7-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.5, 6.3.2.3, 7.2.4.1, 8.4.2.4, 8.5.4.3, 8.6.2.2

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

Specific Skill Series: Getting the Main Idea, Books D, E, F, and G, Boning, Ed. Barnell, Loft, Ltd.

Thought Vault: Annotated Teacher's Guide, Economy Reading Series.

SUGGESTIONS FOR IMPLEMENTATION:

1. The Specific Skill Series material is set up with a short narrative followed by multiple-choice options.
2. Having students read aloud literature and poetry selections which lend themselves to the performance indicator could aid efficiency of instructions.
3. Reading aloud "current events" could perhaps be used.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 5.0 - LISTENING

Skill Area: 5.1 - Listening

Skill: 5.1.3 - Understanding and responding to fact vs. opinion

Performance Indicator: 5.1.3.3 - The student will differentiate fact from opinion after listening to a sales presentation.

Performance Mode: After listening to a taped sales presentation, the student will select from the list of items either a fact among several opinions, or an opinion from among several facts.

Item Stem Characteristics: The item stem will consist of a taped sales presentation appropriate for eighth graders. After it has been read, the student will follow the directions on the tape and turn to the responses.

Distracter Characteristics: The distracters will be opinions when the students are directed to choose a fact, or the distracters will be facts when the students are directed to choose an opinion.

Example:

00. Directions: (to be read aloud by test monitor to test group) "This is a listening question to test your ability to distinguish between a fact and an opinion in an oral sales presentation. The selection will be read once. Listen to the selection carefully and then choose the statement which is an opinion."

Stimulus: (see attached script for tape recording)

Responses:

A. I'm placing a drop of grease in each bowl.

B. SUDSO is the fastest acting detergent on the market.

C. Dish number five contains SUDSO solution.

D. The grease just floats on top.

correct response: B

SCRIPT:

5.1.3.3

The eyedropper contains grease and each bowl contains a solution of one of five leading laundry detergents. I'm placing a drop of grease in each bowl. Nothing happens in bowls one, two, three, or four. The grease just floats on top. But look at bowl five! The grease is breaking up. Number five contains SUDSO solution! SUDSO is the fastest acting detergent on the market! Do your own test using your present detergent! You'll find SUDSO will top it time after time.

Turn to the responses and select the statement that is an opinion.

PERFORMANCE INDICATOR 5.1.3.3

GRADE 8

GRADES TAUGHT: 7-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.2.3, 6.5.4.1, 6.5.3.3, 7.2.4.1

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. Critical Thinking: Book One. Harnadek. Midwest Publications.
2. Resource Book for Linescapes, Spendrift and Trajectories. Economy Reading Series.
3. 11th Grade English Review Booklet, "Advertising, Fact and Opinion."
4. The Costume Shoppe Connection, Annotated Teacher's Edition. Economy Reading Series.
5. Is That Mother in the Bottle? Loft. Harcourt, Brace, Inc.

SUGGESTIONS FOR IMPLEMENTATION:

1. Discuss properties of a fact and an opinion, noting subtle differences which may exist in certain propaganda techniques of advertising.

2. Have students discuss connotation of "positive" and "negative" words in our culture; "hot," for instance, can be used in a positive, negative, or neutral manner.

3. Students could create their own advertisements or sales pitches for products they'd purchase and read them aloud to classmates, i.e., candy bars, bicycles, tennis shoes, skate boards, etc.

4. Students could write sales pitches to "sell" others on their school, favorite sports team, favorite class, or hobby.

5. Students could bring advertisements or want-ad columns and review facts and opinions in print, also, or observe taped advertisements on television as a homework assignment.

6. Finding an opinion among several facts is suggested testing for eighth grade.

6.0 WRITTEN EXPRESSION

Common__________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.2 - Graphics

Skill: 6.2.1 - Understanding and using basic punctuation

Performance Indicator: 6.2.1.5 - The student will provide commas before and/or after quotation marks.

Performance Mode: Given four sentences containing quotation marks, the student will identify the sentence in which the commas are correctly placed.

Item Stem Characteristics: The item stem will direct the student to select the sentence that has correctly placed commas.

Distracter Characteristics: The distracters will all contain quotation marks, but will have incorrectly placed or omitted commas.

Example:

00. Directions: Mark the sentence which has correctly placed commas.

Stimulus:

Responses:

A. "It's time to go" said, the teacher.

B. The girl, answered "I'm ready to go."

C. "Let's go home," said my brother.

D. "I really don"t want to", said my dad.

Correct Response C

PERFORMANCE INDICATOR 6.2.1.5

GRADE 8

GRADES TAUGHT: 5 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.7

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

Any basic Grammar Handbook or Workbook.

SUGGESTIONS FOR IMPLEMENTATION: (6.2.1.5 and 6.2.1.7 probably would be taught concurrently)

1. Have students provide commas before quotation marks in unmarked lines of dialogue.
2. Have students write short scenes correctly using commas before quotation marks in dialogue.
3. Have students write narratives and include some dialogue, punctuating correctly.
4. Given a short narrative, have students rewrite in dialogue with correct punctuation.

Common____________

Item Specification

Minimum X

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.2 - Graphics

Skill: 6.2.1 - Understanding and using basic punctuation.

Performance Indicator: 6.2.1.7 - The student will provide quotation marks in dialogue.

Performance Mode: Given four sentences containing dialogue, the student will identify the sentence in which quotation marks are used correctly.

Item Stem Characteristics: The item stem will direct the student to select the sentence that has correctly placed quotation marks.

Distracter Characteristics: The distracters will be sentences that have incorrectly placed or omitted quotation marks or sentences that are not direct quotations.

Example:

00. **Directions:** Mark the sentence which has correctly placed quotation marks.

Stimulus:

Responses:

A. "That machine, he said, stole my quarter."

B. That machine, he said, "stole my quarter."

C. That machine, "he said," stole my quarter.

D. "That machine," he said, "stole my quarter."

PERFORMANCE INDICATOR 6.2.1.7

GRADE 8

GRADES TAUGHT: 5 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.5

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course

OTHER RESOURCES:

Any Grammar Handbook or Workbook

Student writing

SUGGESTIONS FOR IMPLEMENTATION: (Should probably be taught concurrently with Indicator 6.2.1.5)

1. Have students provide quotation marks in unmarked lines of dialogue.
2. Have students write short scenes correctly using quotation marks in dialogue.
3. Have students write narratives and include some dialogue, punctuating correctly.
4. Given a short narrative, have students rewrite in dialogue, punctuating correctly.

Common __________

Item Specification

Minimum __X__

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 Written Expression

Skill Area: 6.2 Graphics

Skill: 6.2.1 Understanding and using basic punctuation

Performance Indicator: 6.2.1.8 The student will provide apostrophes to show possessive case.

Performance Mode: Given four sentences, the student will select the one that shows correct use of possessive form.

Item Stem Characteristics: The item stem will direct the student to select the sentence which shows correct use of possessive form.

Distracter Characteristics: The distracters will contain incorrectly used possessive forms.

Example:

00. **Directions:** Select the sentence which uses the possessive form correctly.

Stimulus: CHRIS

Responses:

A. Chrises surfboard shattered.

B. Chris' surfboard shattered

C. Chri's surfboard shattered.

D. Chrises' surfboard shattered.

(B)

PERFORMANCE INDICATOR 6.2.1.8

GRADE 8

GRADES TAUGHT: 2-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.1.4, 9.3.2.3, 9.6.3.4, 9.6.4.1, 9.6.4.2

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

Any basic grammar handbook or workbook.

SUGGESTIONS FOR IMPLEMENTATION:

1. 9.3.1.4 and 9.3.2.3 refer to possessive forms of personal and relative pronouns. Student error often is to use apostrophe to make these forms. Cross emphasis could be made.
2. 9.6.3.4 refers to making plurals of numbers and letters. Since this plural form does use the apostrophe, specific attention should be drawn to this variable.
3. 9.6.4.1 refers to forming possessives of nouns. This is a direct cross-over to 6.2.1.8.
4. 9.6.4.2 refers to forming possessives of indefinite pronouns. Student error often is complete omission of the apostrophe in this case.
5. At some point, these 6 indicators should be combined for student "sorting out" purposes.
6. Have students write sentences using possessive case in singular and plural form.
7. Check for errors as a class.

8-80

Item Specification

Common ___X___

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.2 - Graphics

Skill: 6.2.1 - Understanding and using basic punctuation

Performance Indicator: 6.2.1.9 - The student will provide a semicolon between two independent clauses.

Performance Mode: Given four sentences, the student will choose the one in which the semicolon correctly joins two indepentent clauses.

Item Stem Characteristics: The item stem will direct the student to choose the sentence in which the semicolon is used correctly.

Distracter Characteristics: The distracters will be sentences in which the semicolon is incorrectly used.

Example:

00. **Directions:** Choose the sentence that uses the semicolon correctly.

Stimulus:

Responses:

A. Jerry drove the car; Mary rode the bicycle.

B. After you eat lunch; you should take a nap.

C. I'd like to go to Chicago; and to New York.

D. Sarah likesto dance; Nancy; likes to swim.

Correct Response A

PERFORMANCE INDICATOR 6.2.1.9

GRADE 8

GRADES TAUGHT: 8-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.5.5.1

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Second course.

OTHER RESOURCES:

Sentence Combining, William Strong, Random House.
Student Writing

SUGGESTIONS FOR IMPLEMENTATION:

This use of the semicolon can be taught in conjunction with the structure of the compound sentence.

1. Use sentence combining techniques to teach compound sentences.
2. Have students create sentences showing correct use of semicolon.

Item Specification

Commom X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.2 Graphics

Skill: 6.2.1 Understanding and using basic punctuation

Performance Indicator: 6.2.1.10 The student will provide a colon in conventional writing.

Performance Mode: Given four choices, the student will select the one that shows correct use of the colon.

Item Stem Characteristics: The item stem will direct the student to select the correct use of the colon.

Distracter Characteristics: The distracters will consist of incorrect use or omission of the colon.

Example:

00. Directions: Select the item that uses the colon correctly.

Stimulus:

Responses:

A. My three hobbies are: sewing, cooking,and painting.

B. We will be there at 9:30 A.M.

C. We need: the following items, brushes, paints, and paper.

D. Have you seen: Mary, Tom,or Jack?

(B)

PERFORMANCE INDICATOR 6.2.1.10

GRADE 8

GRADES TAUGHT: 8-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Second Course.

OTHER RESOURCES:

student writing

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many opportunities for practice of the colon.
2. Have students create sentences correctly using the colon.
3. Have students create a game to show expertise in uses of the colon.

Commom ________
Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The Paragraph

Skill: 6.3.1 Understanding the structure

Performance Indicator: 6.3.1.3 The student will write topic sentences with direct, focused controlling ideas.

Performance Mode: Will combine with 6.3.1.4 and 6.3.1.5 in a writing sample and a rubric. See 6.3.1.5 for material.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. **Directions:**

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 6.3.1.3

GRADE 8

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.2

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, First Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Students could have considerable practice on lists of topic sentences in which the student could identify the controlling idea: Spelunking is a dangerous hobby.
2. Students could also be given topical sentences which are faulty because they do not contain controlling ideas. Student could rewrite the sentence giving it a definite controlling idea.

   Examples: Every man has his rights. (too general)
   Every man has the right to earn a living.

   Science is good. (no control suggestion)
   Science is necessary for man's survival.
3. Have students write several topic sentences and share them with their response groups to check for direct, focused controlling ideas.
4. Use student paragraph writing to examine and evaluate topic sentences.

Note: This is a minimum at grade 8.

Item Specification

Commom ________

Minimum __X__

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The paragraph

Skill: 6.3.1 Understanding the structure

Performance Indicator: 6.3.1.4 The student will write sentences which develop the controlling idea.

Performance Mode: Will combine with 6.3.1.3 and 6.3.1.5 in a writing sample and a rubric. See 6.3.1.5 for material.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 6.3.1.4
GRADE 8

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.3, 6.3.1.5

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Second Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

NOTE: This is a minimum at grade 8.

1. Give the students model topic sentences and develop the controlling idea as a large group.
2. Allow the students to practice #1 above individually. Share outstanding paragraphs with class.
3. Have students evaluate and revise their paragraphs in small groups.
4. Have students write their own paragraphs and repeat #3 above.

Item Specification

Common __________

Minimum __X__

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The paragraph

Skill: 6.3.1 Understanding the structure

Performance Indicator: 6.3.1.5 (combines with 6.3.1.3 and 6.3.1.4) The student will write a concluding sentence restating or summarizing the controlling idea.

Performance Mode: Given a specific prompt, the student will generate a paragraph in direct response to that prompt.

Item Stem Characteristics: The item stem will consist of directions to read the prompt and to make a direct and specific response to that prompt.

Distracter Characteristics: Not applicable - student generated response

Example:

00. Directions: Write a paragraph in response to the statement below. Be sure your paragraph does the following:

1. Is a direct response to the statement.
2. Has a definite, direct topic sentence.
3. Has enough sentences to develop the topic sentence.
4. Has a definite concluding (clincher) sentence.

(Note: Be careful with word use, punctuation, and sentence structure.)

Stimulus: You have just entered a crowded restaurant to get a meal. Describe the restaurant using as many details as you can. Write the paper from the camera viewpoint. Do not refer to yourself.

Correct Response Rubric in Guide

GRADE 8: RUBRIC FOR 6.3.1.5

(Includes 6.3.1.3 and 6.3.1.4)

SCORE OF 0 - Irrelevant to the prompt or no response.

SCORE OF 1 - Writer does all or most of the following:
1. Does not have a definite topic sentence.
2. Topic is minimally developed.
3. Does not have a definite concluding sentence.
4. Obscures understanding through serious faults in the basic conventions of writing.

SCORE OF 2 - Writer does all or most of the following:
1. Topic sentence is obscure.
2. Topic is inadequately developed.
3. Concluding sentence is obscure.
4. May often violate basic conventions of written English, but such errors do not seriously impair reader's understanding of the paper.

SCORE OF 3 - Writer does all or most of the following:
1. Topic sentence is adequately stated.
2. Topic is adequately developed.
3. Concluding sentence is adequately stated
4. Commits relatively few violations in basic conventions.

SCORE OF 4 - Writer does all or most of the following:
1. Topic sentence is clear and direct.
2. Topic is fully developed.
3. Concluding sentence is clear and direct.
4. Commits few violations in basic conventions.

PERFORMANCE INDICATOR 6.3.1.5

GRADE 8

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.1.3, 6.3.1.4

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Second Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

NOTE: This is a minimum at grade 8.

1. Students need considerable practice in reading, understanding, and responding to prompts.
2. Students need to understand thoroughly the rubric which applies to this specific type of writing.
3. Give students model paragraphs with concluding sentence missing. Have students fill in missing sentence.
4. Have students write their own paragraphs and leave off concluding sentences. Have students write suggested concluding sentences in small groups.
5. Give students model paragraphs and examine the concluding sentences.

Common ______________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 Written Expression

Skill Area: 6.3 The paragraph

Skill: 6.3.2 Writing various types of paragraphs

Performance Indicator: 6.3.2.2 The student will write a descriptive paragraph.

Performance Mode: Given a specific prompt, the student will generate a written response to that prompt.

Item Stem Characteristics: The item stem will direct the student to write a paragraph following the requirements of the prompt.

Distracter Characteristics: No distracters--student generated response.

Example:

00. Directions: See attached.

Stimulus:

Responses:

A.

B.

C.

D.

RUBRIC: DESCRIPTION

4 More Than Adequate Response

ORGANIZATION:	The paper is well organized, with a clear beginning and end. The reader moves smoothly from idea to idea.
SENSES:	As many of the five senses as possible are used in the description.
DETAILS:	Many specific details are used. These details are vivid, varied and original.
COMPLETENESS:	The response presents a complete description of its subject.
MECHANICS:	Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

3 Adequate Response

ORGANIZATION:	The paper is organized, with a beginning and an end. The reader encounters no major obstacles in moving from idea to idea.
SENSES:	Several senses are used in the description.
DETAILS:	Quite a few specific details are used. Most of these details are original rather than trite.
COMPLETENESS:	The response is a reasonably complete description of its subject.
MECHANICS:	Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

2 Less Than Adequate Response

ORGANIZATION:	The paper does not seem organized. It may not have a beginning or an end. The reader has difficulty moving from idea to idea.
SENSES:	There is only limited use of senses.
DETAILS:	Only a few specific details are used. In general, these details are trite rather than original.
COMPLETENESS:	The response presents an incomplete description of its subject.
MECHANICS:	Grammatical and mechanical errors are frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION:	The paper has little sense or organization, with no real beginning or end. The reader has major problems in following the idea.
SENSES:	There is almost no use of the senses.
DETAILS:	Only very general, trite details are used.
COMPLETENESS:	The response presents a fragmentary description of its subject.
MECHANICS:	There are numerous grammatical and mechanical errors, detracting significantly from the meaning of the response.

0 Unacceptable Response

No response.
Response off the prompt.

PERFORMANCE INDICATOR 6.3.2.2

GRADE 8

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Second Course.

OTHER RESOURCES:

Charles Cooper

SUGGESTIONS FOR IMPLEMENTATION:

1. Description, in Warriner's, is combined with narrative writing. Some elements of the material can be separated from narrative writing.
2. The rubrics specify certain skill-specific areas that differentiate narrative and descriptive writing.
3. Since this is a minimum at grade 8, careful attention must be given to reading and responding to prompts and in pointing specifically to the rubric.
4. Share models of descriptive paragraphs with students.
5. Have students work in small groups to edit and revise descriptive paragraphs.
6. Have students utilize visualization techniques to aid in their descriptive writing.
7. Have students describe an item drawn from a bag without naming the item.

Item Specification

[illegible] ________

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.3 The paragraph

Skill: 6.3.2 Writing various types of paragraphs

Performance Indicator: 6.3.2.3 The student will write an expository paragraph.

Performance Mode: Given a specific prompt, the student will write a paragraph of exposition following that prompt.

Item Stem Characteristics: The item stem will direct the student to write a paragraph of exposition following a given prompt.

Distracter Characteristics: No distracters - student generated response

Example:

00. Directions: Write a report for your class explaining how to take care of house plants. Think about the basic needs of house plants and how to take care of those needs. Be sure to include enough information to explain the topic thoroughly. Keep the paper well organized with a beginning and an end. Write your paragraph, explaining clearly so the reader can easily understand your procedure for caring for house plants.

PERFORMANCE INDICATOR 6.3.2.3

GRADE 8

GRADES TAUGHT: 7, 8, 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.3.1, 6.3.3.2, 6.3.3.3, 6.3.4.1, 6.3.4.2, 6.3.4.3, 6.3.4.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, second course.

OTHER RESOURCES:

Enjoying English

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students write often explaining procedures and ideas.
2. Have students revise paragraphs after small group editing.
3. Model expository paragraphs on overhead projector.
4. Have students examine several student-written paragraphs for order, coherency, and unity.
5. Have students write expository paragraphs with partners.

RUBRIC: EXPOSITION

4 More Than Adequate Response

ORGANIZATION:	The paper is well organized, with a clear beginning and end. All of its content is structured appropriately. The reader moves smoothly from idea to idea.
CLARITY OF EXPOSITION:	All information is explained clearly.
CONTENT:	The response contains enough information to explain the topic thoroughly.
MECHANICS:	Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

3 Adequate Response

ORGANIZATION:	The paper is organized, with a beginning and an end. Its content is generally structured appropriately. The reader encounters no major obstacles in moving from idea to idea.
CLARITY OF EXPOSITION:	All information is explained clearly.
CONTENT:	The response contains enough information to explain the topic sentence adequately. Little or no unnecessary information is included.
MECHANICS:	Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

2 Less Than Adequate Response

ORGANIZATION:	The paper does not seem organized. It may not have a beginning or an end. Its content may not be structured appropriately or consistently. The reader had difficulty in moving from idea to idea.
CLARITY OF EXPOSITION:	Large portions of the information presented may be difficult to understand
CONTENT:	The response contains insufficient information to explain the topic adequately. Quite a bit of unnecessary information may be included.
MECHANICS:	Grammatical and mechanical errors may be frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION:	The paper has little sense of organization. There is no real beginning or end. The paper content lacks an appropriate structure. The reader has major problems in following the response.
CLARITY OF EXPOSITION:	Most of the information presented may be difficult to understand.
CONTENT:	The response contains very little information that explains the topic. A great deal of unneccessary information may be included.
MECHANICS:	There are numerous grammatical and mechanical errors, detracting significantly from the meaning of the response.

0 Unacceptable Response:

No response
Response not on prompt.

Item Specification

Commom x

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3.-The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.1 - The student will write paragraphs that have unity.

Performance Mode: Measured in Indicator 6.3.2.3.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.3.1
GRADE 8

GRADES TAUGHT: 7-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.2.3

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Common ___X___

Minimum ______

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.2 - The student will write paragraphs that have distinct order.

Performance Mode: Measured in Indicator 6.3.2.3.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.3.2
GRADE 8

GRADES TAUGHT: 7-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.2.3

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.3 - The student will write paragraphs that have coherency.

Performance Mode: Measured in Indicator 6.3.2.3

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.3.3

GRADE 8

GRADES TAUGHT: 7-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.2.3

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 -WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.4 - Ways of development

Performance Indicator: 6.3.4.2 - The student will develop a paragraph by examples.

Performance Mode: Teacher Observation.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.4.2
GRADE 8

GRADES TAUGHT: 8, 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, Second Course.

OTHER RESOURCES:

Enjoying English 8

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students cluster examples to support a topic sentence.
2. Model examples to support a topic sentence.
3. As a class activity have students write a paragraph using examples as support.
4. Have students use response groups to check if examples support topic sentence.

Item Specification

Commom X

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.4 - Ways of development

Performance Indicator: 6.3.4.3 - The student will develop a paragraph by anecdotes.

Performance Mode: Teacher Observation.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.4.3

GRADE 8

GRADES TAUGHT: 8-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition Second Course.

OTHER RESOURCES:

Enjoying English 8

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students cluster anecdotes to support a topic sentence.
2. Have students write in a large group paragraph using anecdotes as support.
3. Have students write round-robin paragraphs with a given topic sentence. Have each student write an additional sentence. Share completed paragraphs.
4. Model anecdotes which support a topic sentence.

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.5 - Practical writing

Skill: 6.5.3 - Writing correspondence

Performance Indicator: 6.5.3.3 - The student will write letters of request for information and letters of complaint.

Performance Mode: Given a set of specific directions, the student will write a letter of request for information or a letter of complaint.

Item Stem Characteristics: The item stem will direct the student to write a particular kind of letter following specific instructions.

Distracter Characteristics: No distracters-student generated response.

Example:

00. Directions: Directions to the student: Write a business letter to Sam's Stereo asking for information about stereo sets. Your letter must be at least 3 sentences long and include all 5 parts of a business letter: heading, inside address, greeting, body and closing. Use this address:

Sam's Stereo
216 East First
New Haven, California 92011

See rubric for letter of request for information

RUBRIC FOR BUSINESS LETTER OF COMPLAINT/REQUEST

Score 0:
(fail)

Off the prompt. Ignores the information given and the intended assignment.

Score 1:
(fail)

Does all or most of the following:

1. Omits essential information.
    a. Writer's address, including zip or state
    b. Address to which it is being sent--name of company and city (including zip or state)
2. Misstates problem/purpose of letter:
    a. Omits pertinent information, such as names of products or services.
    b. Omits reason for writing letter.
3. Shows serious faults in conventions of written English (capitalization, punctuation, spelling and usage) impeding pertinent communication.
4. Obscures understanding through poor handwriting or printing.

Score 2:
(pass)

Does all or most of the following:

1. Contains essential information for response.
    a. Writer's address, including zip or state
    b. Address to which it is being sent--name of company and city (including zip or state)
2. Contains statement of problem/purpose of letter along with minimal pertinent information.
3. Follows some conventions of written English, (capitalization, punctuation, spelling, usage) but not enough to impede pertinent communication.
4. Contains salutation prior to the body of the letter.
5. Signature at the conclusion of the body of the letter (at least 1 signature handwritten or printed)
6. Is somewhat illegible.

PERFORMANCE INDICATOR 6.5.3.3
GRADE 8

GRADES TAUGHT: 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

7.0 SPEAKING

Item Specification

Common ___X___

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 7.0 - SPEAKING

Skill Area: 7.1 - Mechanics of speaking

Skill: 7.1.1 - Understanding the mechanics of speech

Performance Indicator: 7.1.1.1 - The student will practice clear, audible, and appropriate speech.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

BEST COPY

PERFORMANCE INDICATOR 7.1.1.1

GRADE 8

GRADES TAUGHT: K-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.3.2.2, 2.4.2.1, 2.4.2.2, 3.1.2.5, 3.1.2.7, 7.2.4.1

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. "Language Levels" MAL Publication
2. Phrase and Word Origins. Heald, Ed. Harcourt and Brace, Pub.
3. a dictionary
4. school nurse
5. speech therapist

SUGGESTIONS FOR IMPLEMENTATION:

1. To test the "clear, audible" speech section of the indicator, it is suggested that the telephone kit from Bell Telephone Co. might be used or tape recording the student's voice might be done.

2. Vocabulary study, as well as using a thesaurus, should aid in student's word choice.

3. Discuss with students the colloquial pronunciation of words in America and influences of television to modify differences.

4. Discuss pronunciation of words with silent letters, such as "often" and use of a double negative such as "irregardless."

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.2 - Speaking for a variety of audiences and purposes

Performance Indicator: 7.2.2.3 - The student will present and exchange ideas in a discussion.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.2.3
GRADE 8

GRADES TAUGHT: 5-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

None

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. 38 Basic Speech Experiences. Carlile Ed. Clark Pub. Co.
2. Grammar and Composition, Grade 10. Warriner. Harcourt and Brace.
3. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
4. Speech: Principles and Practice. Frost. Scott, Foresman, and Co.
5. Discussion. Library of Congress.

SUGGESTIONS FOR IMPLEMENTATION:

1. The Discussion booklet mentioned above addresses itself to ten discussion skills and exercises for improving these skills, ranging from "getting acquainted" to "responding" to "other contributions" to "arriving at a consensus."

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.1 - The student will select appropriate speech topics for informing and demonstrating.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.1

GRADE 8

GRADES TAUGHT: 7-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

None

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. Speech: Principles and Practice. Frost. Scott, Foresman and Co.
2. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
3. 38 Basic Speech Experiences. Carlile, Ed. Clark Pub. Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Use of "clustering" techniques will help in generating ideas.

2. Each student could be responsible for listing three speech subjects as homework; collect the next day and review them before allowing students to draw them from a hat.

3. San Diego Writing Project lists for composition might lend themselves to this indicator.

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.2 - The student will use correct outlining procedures for formal speeches.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

BEST COPY

PERFORMANCE INDICATOR 7.2.3.2

GRADE 8

GRADES TAUGHT: 7-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.4.1.1, 6.4.1.2, 6.5.4.1, 6.5.4.2, 6.5.4.3, 4.1.2.1

TEXTBOOK REFERENCES:

Grammar and Composition, Second Course. Warriner. Harcourt, Brace.

OTHER RESOURCES:

1. All the other levels of Warriner's Grammar and Composition courses.
2. 38 Basic Speech Experiences. Carlile, Ed. Clark Publishing Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Though we adopted the performance indicator 7-11, formal outlining for public speaking isn't suggested until ninth grade, but outlining written material is an indicator under the studying strand, grades 6-8. The suggestion is that there is a large step between outlining already written material and generating an outline from the student's own disorganized thoughts.

Item Specification

Common ___X___

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.4 - Presenting speeches

Performance Indicator: 7.2.4.1 - The student will present a speech to inform, to demonstrate, or to persuade.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.4.1
GRADE 8

GRADES TAUGHT: 7-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.2.2

TEXTBOOK REFERENCES:

English Grammar and Composition, Second Course. Warriner. Harcourt, Brace.

OTHER RESOURCES:

1. "Prompts and Rubrics for Composition." S.M.H.S.
2. 38 Basic Speech Experiences. Carlile, Ed. Clark Pub. Co.

SUGGESTIONS FOR IMPLEMENTATION:

See attached notes.

Formal speech instruction might begin by short speeches for special occasions such as those of welcome, introducing a person to a group, presenting or accepting an award, or nominating a candidate for an elective office.

1. Prior to formal or even informal speech activities, students need to be taught about those concepts which are involved in speech presentation--voice volume, inflection, eye contact, body language, and word choice.

2. Also, their very first oral speech activities need to be successful ones, so numerous humorous, light-hearted impromptu speaking experiences by all class members is recommended. At this early stage, students then have a chance to build confidence and work on oral speaking weaknesses, including entrance/exit procedures from the podium.

3. Suggested impromptu activities might include drawing an object out of a paper bag and explaining its use, being able to select a letter of the alphabet and to name, in complete sentences, his favorite or most disliked objects which start with that letter. The teacher may mount color prints obtained from news or human interest magazines which portray man and/or animals in humorous, shocking or strange situations. After the student selects a print, he goes before the class explaining that he was the photographer and why he took the picture, or he creates a short narrative about the events in the picture.

4. Whether the formal speech outline is used, or its use is postponed until ninth grade, the formal speech activity suggested at this grade would be a speech of description falling under the general heading, "Speech to Inform." This parallels the written expression eighth grade activity of descriptive paragraph composition. Students might orally describe, in an organized manner and using sensory indicators, their bedroom, a relative or friend, their school, their community, etc. These descriptions could have several tones or moods--eighth grade students often have strong emotional reactions to people, places, and possessions, anyhow. Stress the use of appropriate language level, word connotation, and subject matter. It's advisable to review students' choice of subject prior to their actual presentation of speeches!

8.0 LITERATURE

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 - LITERATURE

Skill Area: 8.1 - Biography/Autobiography

Skill: 8.1.1 - Understanding the characteristics

Performance Indicator: 8.1.1.1 - The student will identify this form as non-fiction.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

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PERFORMANCE INDICATOR 8.1.1.1

GRADE 8

GRADES TAUGHT: 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 8.1.1.2, 8.1.2.1

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 - LITERATURE

Skill Area: 8.1 - Biography/Autobiography

Skill: 8.1.1 - Understanding the characteristics

Performance Indicator: 8.1.1.2 - The student will recognize that this form is written from the author's viewpoint.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 8.1.1.2

GRADE 8

GRADES TAUGHT: 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Counterpoint in Literature. Scott, Foresman & Co.
Adventures for Readers, Book Two. Harcourt, Brace & Co.
Reading Anthology, Book Two. Scholastic Book Services.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Point out author's opinion statements.
2. Provide contrasting viewpoints from other sources.
3. Have students write their autobiography or an autobiographical incident and a biography.
4. After reading a biography, have students tell the life story from subject's own viewpoint.
5. Research subject and have students rewrite facts from a different slant.
6. Have students participate in a panel discussion giving two different slants on the same subject of a biography or autobiography.

Item Specification

Commom_________

Minimum________

Content Area: LANGUAGE ARTS

Grade: 3

Strand: 8.0 - LITERATURE

Skill Area: 8.1 - Biography/Autobiography

Skill: 8.1.2 - Interpreting

Performance Indicator: 8.1.2.1 - The student will identify the historical significance of the person.

Performance Mode: Teacher Observation.

Item Stem Characteristics:

Distracter Characteristics:

Example:

01. Directions:

PERFORMANCE INDICATOR 8.1.2.1

GRADE 8

GRADES TAUGHT: 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Counterpoint in Literature. Scott, Foresman & Co.
Adventures for Readers, Book Two. Harcourt, Brace & Co.
Reading Anthology, Book Two. Scholastic Book Services.

OTHER RESOURCES:

Social Science Department

SUGGESTIONS FOR IMPLEMENTATION:

1. Present information about the historical period and have students discuss why a person is significant.
2. Show filmstrips, music, slides, films, art samples, and models from the historical period.
3. Simulate historical period through costume, food, music, and dance.
4. Have students present a "news" program on the historical period.
5. Have students conduct a talk show/interview with the subject of a biography (autobiography).

Common X

Item Specification

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 - LITERATURE

Skill Area: 8.3 - Short Story/Novel

Skill: 8.3.1 - Identifying the elements of plot.

Performance Indicator: 8.3.1.2 - The student will identify the elements of plot.

Performance Mode:	Given four elements of the novel or short story, the student will identify the correct element of plot.
Item Stem Characteristics:	The item stem will consist of elements of the novel or short story. The accompanying question will either ask the student to identify the element of plot, or will ask the student to pick out the item which is NOT and element of plot.
Distracter Characteristics:	The distracter will consist of choices which are not elements of plot.

Example:

00. Directions: Which of the following is an element of plot?

Stimulus:

Responses:

A. Protagonist

B. Setting

C. Rising action

D. Theme

Correct Response C

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PERFORMANCE INDICATOR 8.3.1.2

GRADE 8

GRADES TAUGHT: 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Counterpoint in Literature. Scott Foresman & Co.
Adventures for Readers, Book 2. Harcourt Brace & Co.
Reading Anthology, Book 2. Scholastic Book Services.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Create a bulletin board showing a diagram of plot.
2. After reading a short story or novel, have entire class plot sequence of events.
3. After reading a short story or novel, have students in small groups plot sequence of events.
4. Have students write a short story and identify elements of plot.

Item Specification

Common__________

Minimum__________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 Literature

Skill Area: 8.5 Poetry

Skill: 8.5.3 Recognizing the imaginative qualities of poetic language

Performance Indicator: 8.5.3.1 The student will recognize the use of personification in poetry.

Performance Mode: Combined with 8.5.3.2, 8.5.3.3, 8.5.3.4 (see 8.5.3.4).

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

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PERFORMANCE INDICATOR 8.5.3.1

GRADE 8

GRADES TAUGHT: 4-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Counterpoint in Literature. Scott, Foresman & Co.
Adventures for Readers, Book Two. Harcourt, Brace & Co.
Reading Anthology, Book Two. Scholastic Book Services.

OTHER RESOURCES:
About Poetry (pamphlet). Channing L. Bete Co., Inc.
Fundamentals of Poetry. Language Kit Co.
The Variations Series. Minor. Harcourt Brace Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many examples of personification for large group discussion.
2. Have class write examples of personification.
3. Have small group recognize incidents of personification.
4. Have students draw examples of personification.
5. Have students write poetry with personification.
6. Provide lists of objects to personify.
7. Have students create figurative language in groups.

Item Specification

Commom X

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 Literature

Skill Area: 8.5 Poetry

Skill: 8.5.3 Recognizing the imaginative qualities of poetic language

Performance Indicator: 8.5.3.2 The student will recongize the use of simile in poetry.

Performance Mode: Combined with 8.5.3.1, 8.5.3.3, 8.5.3.4 (see 8.5.3.4).

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

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PERFORMANCE INDICATOR 8.5.3.2
GRADE 8

GRADES TAUGHT: 4-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Counterpoint in Literature. Scott, Foresman & Co.
Adventures for Readers, Book Two. Harcourt, Brace & Co.
Reading Anthology, Book Two. Scholastic Book Services.

OTHER RESOURCES:

The Variations Series. Minor. Harcourt Brace Jovanovich.
Fundamentals of Poetry. Language Kit. Co.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Little & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many examples of simile in poetry.
2. Have class write examples of similes.
3. Have small group recognize incidents of similes.
4. Create lists of objects for comparison such as

   Her voice is as ______ as a ________
   His smile __________
   My father __________
   The star ___________

5. Have students write poetry using similes.
6. Have students create games using figurative language.

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 Literature

Skill Area: 8.5 Poetry

Skill: 8.5.3 Recognizing the imaginative qualities of poetic language

Performance Indicator: 8.5.3.3 The student will recognize the use of metaphor in poetry.

Performance Mode: Combined with 8.5.3.1, 8.5.3.2, 8.5.3.4 (see 8.5.3.4).

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

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PERFORMANCE INDICATOR 8.5.3.3

GRADE 8

GRADES TAUGHT: 4-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Counterpoint in Literature. Scott, Foresman & Co.
Adventures for Readers, Book Two. Harcourt, Brace & Co.
Reading Anthology, Book Two. Scholastic Book Services.

OTHER RESOURCES:
Fundamentals of Poetry. Language Kit Co.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt Brace Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many examples of simple metaphors for large group.
2. Have class write examples of metaphor
    - a. Straight metaphors
    - b. Five-word metaphor
    - c. Extended metaphor
3. Have small group recognize metaphors.
4. Have students interpret metaphors through art.
5. Have students write poetry using metaphors.
6. Have students create games using figurative language.

Common ___X___

Minimum ________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 Literature

Skill Area: 8.5 Poetry

Skill: 8.5.3 Recognizing the imaginative qualities of poetic language

Performance Indicator: 8.5.3.4 The student will recognize the use of hyperbole in literature.

Performance Mode: Given a reading selection, the student will identify it as personification, simile, metaphor, or hyperbole.

Item Stem Characteristics: The item stem will direct the student to identify the reading selection as personification, simile, metaphor, or hyperbole.

Distracter Characteristics: The distracters will consist of choices which do not apply to the selection.

Example:

00. Directions: Identify the selection as personification, simile, metaphor, or hyperbole.

Stimulus: The ball was thrown like a bullet.

Responses:

A. personification

B. simile

C. metaphor

D. hyperbole

(B)

PERFORMANCE INDICATOR 8.5.3.4

GRADE 8

GRADES TAUGHT: 4-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:	Counterpoint in Literature. Scott, Foresman & Co. Adventures for Readers, Book Two. Harcourt, Brace & Co. Reading Anthology, Book Two. Scholastic Book Services.
OTHER RESOURCES:	Fundamentals of Poetry. Language Kit Co. About Poetry (pamphlet). Channing L. Bete Co., Inc. The Variations Series. Minor. Harcourt Brace Jovanovich. The Houghton Mifflin Action Series. Houghton Mifflin Co. Man in the Poetic Mode. McDougal, Littell & Co. This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many examples of hyperbole for large group.
2. Have class write examples of hyperbole.
3. Have small groups recognize hyperbole.
4. Have students interpret hyperbole through art.
5. Have students write poetry using hyperbole.
6. Have students create games using figurative language.

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 LITERATURE

Skill Area: 8.5 Poetry

Skill: 8.5.4 Interpreting poetry

Performance Indicator: 8.5.4.2 The student will recognize the sequence of events of narrative poetry.

Performance Mode: Given a reading selection and three choices, the student will select the correct sequence of events.

Item Stem Characteristics: The item stem will consist of a reading selection and three choices. The accompanying question will ask the student to select the choice which shows the correct sequence of events.

Distracter Characteristics: The distracters will consist of events taken from the selection which are in improper order.

Example:

00. Directions: Select the choice which shows the correct sequence of events for the following poem:

Stimulus: (See attached)

Responses:

A. Nineteen people were hanged; Cotton Mather saw witches; men looked away when they saw Cotton Mather.

B. Men looked away when they saw Cotton Mather; Cotton Mather saw witches; nineteen people were hanged.

(C) C. Cotton Mather saw witches; nineteen people were hanged; men looked away when they saw Cotton Mather.

Performance Indicator: 8.5.4.2 (Example)

COTTON MATHER

Grim Cottom Mather
Was always seeing witches,
Daylight, moonlight,

They buzzed about his head,
Pinching him and plaguing him
With aches and pains and stiches,
Witches in his pulpit,
Witches by his bed.

Nowadays, nowadays,
We'd say that he was crazy,
But everyone believed him
In old Salem town
And nineteen people
Were hanged for Salem witches
Because of Cotton Mather
And his long, black gown.

Old Cotton Mather
Didn't die happy.
He could preach and thunder,
He could fast and pray,
But men began to wonder
If there had been witches-
When he walked in the streets
Men looked the other way.

PERFORMANCE INDICATOR 8.5.4.2
GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Counterpoint in Literature. Scott, Foresman & Co.
Adventures for Readers, Book Two. Harcourt, Brace & Co.
Reading Anthology, Book Two. Scholastic Book Services.

OTHER RESOURCES:
Fundamentals of Poetry. Language Kit Co.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt Brace Jovanovich.
The Hougton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Plot events in a narrative poem on a time-line.
2. Place events out of order and have students reorder.
3. Provide events with some missing. Have students fill in missing portions.
4. In small groups have students do #2 and #3 above.
5. Have small groups identify sequence of narrative poems.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 LITERATURE

Skill Area: 8.5 Poetry

Skill: 8.5.4 Interpreting poetry

Performance Indicator: 8.5.4.3 The student will recognize the main idea.

Performance Mode: Given a reading selection and three choices, the student will select the main idea.

Item Stem Characteristics: The item stem will consist of a reading selection and three choices. The accompanying question will ask the student to select the main idea.

Distracter Characteristics: The distracters will consist of ideas taken from the selection which are not the main idea.

Example:

00. Directions: Select the main idea for the following poem:

Stimulus:

It's a great life
Go get the things that your're after;
Hold out for good times and laughter
This is your chance for hope for today.

It's a great life
Why don't you reach out and take it?
Jump for the top and you'll make it;
Stick with your dreams and you'll find your way.

Responses:

A. Good times and laughter are important.

B. There is one chance for hope for today.

(C) C. Life is great when one tries hard.

PERFORMANCE INDICATOR 8.5.4.3

GRADE 8

GRADES TAUGHT: 7-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.6.1.1

TEXTBOOK REFERENCES: Projection in Literature. Scott, Foresman & Co
Adventures for Readers, Book One. Harcourt, Brace & Co.
Reading Anthology, Book One. Scholastic Book Services.

OTHER RESOURCES: Fundamentals of Poetry. Language Kit Co.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt Brace Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Present poem without titles. Have students title poems.
2. Provide opportunities for large group identification of main idea.
3. Have small groups identify main idea and compare outcomes in group discussion.
4. Provide pre-reading background in main idea through discussion, learning logs, or personal journals.
5. Provide photos or art work depicting similar main ideas.

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 - LITERATURE

Skill Area: 8.6 - Drama

Skill: 8.6.2 - Interpreting

Performance Indicator: 8.6.2.1 - The student will recognize the sequence of events.

Performance Mode: Given a reading selection, the student will select the correct sequence of events.

Item Stem Characteristics: The item stem will consist of a portion of a play. The student will read the selection and then select the correct sequence of events.

Distracter Characteristics: Events out of order.

Example:

00. Directions: Read the selection and then choose the response which is the correct sequence of events.

Stimulus: (see attached script)

Responses: (see attached responses)

A.

B.

C.

D.

correct response: D .

SCRIPT:
8.6.2.1

THE SHELTER

(THE SCENE OPENS IN THE STOCKTON KITCHEN AT NIGHT. A WARNING SIREN IS GOING OFF. THE WATER IS JUST DRIBBLING OUT OF THE TAP. GRACE STOCKTON HAS COLLECTED SEVERAL JUGS AND VASES AND IS FILLING THEM. PAUL HURRIES THROUGH THE KITCHEN CARRYING A BOX FULL OF CANNED GOODS FOLLOWED BY HIS FATHER WHO GOES OVER TOWARD THE SINK AND HOISTS UP TWO OF THE JUGS.)

STOCKTON: Fill up as many as you can, Grace. I'm going to start the generator up in the shelter in case the power goes on. (LOOKING UP TOWARD DIMMING LIGHTS) And that may happen any moment now.

GRACE: And there's hardly any water coming through the tap--

STOCKTON: That's because everybody and his brother is doing the same thing we are. Keep it on full force until it stops.

(AS GRACE PICKS UP A JUG THAT'S PARTIALLY FILLED, SHE SHOVES ANOTHER ONE UNDER THE TAP IN ITS PLACE. BUT IN THE PROCESS OF MOVING THE FILLED ONE ONTO THE SINK COUNTER, IT SLIPS AND SMASHES ON THE FLOOR. SHE LETS OUT A GASP AND PUTS HER HANDS TO THE SIDES OF HER HEAD.)

STOCKTON: (GENTLE, BUT FIRM):Easy honey, easy. Make believe it's perfume and it costs a hundred bucks an ounce. Maybe in an hour or so it'll be worth even more than that--

PAUL: (ENTERS FROM THE BASEMENT): What else, Pop?

STOCKTON: All the canned goods down?

PAUL: All that I could find.

GRACE: How about the fruit cellar?

PAUL: I put all those in too.

STOCKTON: Get my bag from the bedroom. Put that in there too.

PAUL: What about books and stuff?

GRACE: (CLOSE TO HYSTERIA): Your father told you to get his bag -!

STOCKTON: (REACHES OUT AND HOLDS GRACE'S ARM): There's time, Grace. There's plenty of time. And we'll need books and things. Who knows how long we'll have to stay down there.

PAUL: (CROSSING THE ROOM AND HEADING OUT INTO THE DINING ROOM) I'll get your bag, Pop.

STOCKTON: What about light bulbs. Where do you keep the light bulbs?

GRACE: (POINTS): Top shelf in that cupboard there. (THEN CLOSES HER EYES TIGHTLY AND CLENCHING HER FISTS) We don't have any. I ran out yesterday. I was going to buy some at the store. There was a sale on--(SHE LETS OUT ONE SOB) Oh, my dear God, I'm talking like an idiot. (THEN EVEN MORE FRIGHTENED) How much time do we have?

STOCKTON: There's no telling. Seems to me I remember reading someplace from the first alarm we might have anywhere from fifteen minutes to half an hour.

GRACE: (HER EYES GOING WIDE): Fifteen minutes!

STOCKTON: I'm winging it, Grace, I don't know for sure. I don't think anyone does.(HE HEADS TOWARD THE DOOR TO DINING ROOM) Keep pouring the water. (HE ENTERS, GOES THROUGH AND THEN INTO THE FRONT HALL, HE CALLS): Paul? You get my bag?

PAUL: (AS HE COMES DOWN THE STEPS CARRYING A BAG AND AN ARMFUL OF BOOKS AND MAGAZINES) I got everything, Pop.

RESPONSES:
8.6.2.1

A.

1. Grace drops the water container.
2. The siren goes off.
3. Stockton asks Paul to get his bag.
4. Paul packs the magazines and books.

B.

1. Paul packs the canned goods.
2. Grace drops the water container.
3. Paul packs the magazines and books.
4. The siren goes off.

C.

1. Grace drops the water containers.
2. Paul packs the magazines and books.
3. The siren goes off.
4. Stockton asks Paul to get his bag.

D.

1. The siren goes off.
2. Grace drops the water container.
3. Stockton asks Paul to get hig bag.
4. Paul packs the magazines and books.

PERFORMANCE INDICATOR 8.6.2.1

GRADE 8

GRADES TAUGHT: 8-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES: Counterpoint in Literature. Scott, Foresman & Co.
Adventures for Readers, Book Two. Harcourt, Brace & Co.
Reading Anthology, Book Two. Scholastic Book Services.

OTHER RESOURCES:

Scholastic Scope Magazine
San Diego State University. Professor Raymond Ross, Education Department.

SUGGESTIONS FOR IMPLEMENTATION:

1. Plot events of a drama on a timeline.
2. Place events out of order and have students reorder events.
3. Provide events with some missing ones and have students fill in missing parts.
4. Have students work in small groups on #2 and #3 above.
5. Have small groups identify sequence of a drama.

Common________

Minimum X

Item Specification

Content Area:	LANGUAGE ARTS
Grade:	8
Strand:	8.0 - LITERATURE
Skill Area:	8.7 - Literary Interpretation
Skill:	8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.1 - The student will identify specific denotated elements of literary passages.

Performance Mode: After reading the passage, the student will select the correctly denoted element from four options.

Item Stem Characteristics: The item stem will consist of a passage and four options concerning a denoted element within the passage. The student will be directed to read the passage and to select the correctly denoted element from four choices.

Distracter Characteristics: The distracters will be elements from the passage but will be incorrect responses.

Example:

00. Directions: Read the following passage. Then select the response which correctly states a fact in the passage.

Stimulus: (see attached sheet)

grade 8

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.1 Item Number EXAMPLE

Directions: Read the following passage. Then select the response which correctly states a fact in the passage.

Stimulus:

This historic event took place at Cape Canaveral, Florida. A Redstone rocket, carrying the Mercury capsule in which the astronaut was sealed, was fired off at 10:34 a.m. It shot up into the air and after two and a half minutes the astronaut pushed buttons to fire off small rockets that separated the capsule from the Redstone. Now the capsule traveled an arc-shaped path at the rate of 4500 miles per hour. It reached a height of 115 miles above the earth, and from this peak in outer space began its descent back to earth.

Responses:

A. A rocket carried the Mercury capsule into the air.

B. The capsule traveled a circular path.

C. The Redstone rocket was fired off in the evening.

D. The Mercury capsule was unmanned.

Correct Response: A

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: ____________ Validity Check ______ (Initials)

Common________
Minimum___X___

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.2 - The student will recognize correct order of action in a literary passage.

Performance Mode: After reading the passage, the student will select the correct order of action from four options.

Item Stem Characteristics: The item stem will consist of a passage and four options of order of action. The student will be directed to read the passage and to select the correct order of action from the four options.

Distracter Characteristics: The distracters will be in an incorrect order.

Example:

00. Directions: Read the following passage. Then select the correct order of action from the four choices.

Stimulus:

(see attached sheet)

grade 8

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.2 **Item Number** EXAMPLE

Directions: Read the following passage. Then select the correct order of action from the four choices.

Stimulus:

At three o'clock on that hot afternoon when the electric power suddenly failed, the first thing that had to be done in the hospital was to rescue two men caught in the service elevators. Then, when it was discovered that the power company did not have any idea when service would be restored, the hospital had to plan to do certain other things quickly. It sent containers of blood and special drugs which needed to be kept on ice to the nearest hospital which still had electricity. When night came, the nurses and staff of the hospital without electric power worked with flashlights.

Here is a list of four actions from the passage. Select the group of numbers that show the correct order of actions for this passage

1. The hospital planned what to do about certain things.
2. Nurses and hospital staff worked with flashlights.
3. Two men caught in the service elevators were rescued.
4. Containers of blood and drugs were sent to the nearest hospital.

a. 3, 1, 4, 2
b. 1, 4, 3, 2
c. 4, 1, 3, 2
d. 1, 3, 4, 2

Correct Response A **Field-Tested** ☐

☐

Date: ______ **Validity Check** _____ **(Initials)** ☐

Common________

Minimum___X___

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.3 - The student will choose the summarizing statement that best reflects the central concept of a literary passage.

Performance Mode: After reading the passage, the student will select from four options the statement that reflects the central concept of the passage.

Item Stem Characteristics: The item stem will consist of a passage and four options concerning the central concept of the passage. The student will be directed to read the passage and to select the correct response from four options.

Distracter Characteristics: The distracters will be statements which refer to the passage, but do not make correct summarizing statements about the central concept of the passage.

Example:

00. Directions: Read the following passage. Then select the statement that gives the central concept of the passage.

Stimulus:

(see attached sheet)

grade 8

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.3 Item Number EXAMPLE

Directions: Read the following passage. Then select the statement that gives the central concept of the passage.

Stimulus:

It seems that people have used spoons and knives for a long time. Forks had a more recent appearance in England. The dining fork was brought to England in 1608 by a traveler. The traveler had seen forks in Italy, where they had been used for many years. In a story of the eleventh century the wife of a ruler was said to have used a fork in Venice. According to the story this lady did not eat with her fingers. Instead she had her food cut into little pieces and ate with a two-tined fork.

Responses.

A. The use of forks came to England later than spoons and knives.

B. The wife of a ruler used a fork in Venice.

C. The traveler saw forks in Italy.

D. The fork was first used to eat food cut in small pieces.

Correct Response: A

Field-Tested ☐ 1
☐ 2
☐ 3

Date: Validity Check (Initials)

Common_________
Minimum __X____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.4 - The student will choose the correct statement of cause and effect relationships of a literary passage.

Performance Mode: After reading the passage, the student will select from four options the statement that correctly shows the cause or effect relationship existing within the passage.

Item Stem Characteristics: The item stem will consist of a passage and four statements of cause or effect relationship. The student will be directed to read the passage and to select the correct response from four options.

Distracter Characteristics: The distracters will be statements referring to the passage, but will be incorrect cause or effect relationships.

Example:

00. Directions: Read the following passage. Then select the statement that gives a correct cause/effect relationship.

Stimulus:

(see attached sheet)

grade 8

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.4 Item Number EXAMPLE

Directions: Read the following passage. Then select the statement that gives a correct cause or effect relationship.

Stimulus:

For many years one of the most distinctive and best-known folk-music festivals was held on the second Sunday of June in Ashland, Kentucky. Later, because the American Folk Song Festival outgrew its original site, it was moved to Olive Hill. There, at the Carter Caves State Park, people gather to hear old mountain melodies played on banjos, fiddles, dulcimers, and zithers by many talented native musicians. Hundreds of people attend each year, and the numbers are steadily growing.

Responses: A cause for the festival's move to Olive Hill was:

A. The festival is held on the second Sunday of June.

B. Melodies are played on banjos, fiddles, dulcimers, and zithers.

C. It is one of the most distinctive folk-music festivals.

D. The festival outgrew its original site.

Correct Response: D

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: ______ Validity Check ______ (Initials)

9.0 LINGUISTIC COMPONENTS

Item Specification

Common____X____

Content Area: LANGUAGE ARTS

Minimum________

Grade: 8

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.2 - Function Words

Skill: 9.2.1 - Understanding the characteristics and definitions of interjections, prepositions, and conjunctions

Performance Indicator: 9.2.1.1 - The student will learn the characteristics and definition of the interjection.

Performance Mode: Given four statements, the student will select the one that gives a characteristic or a definition of an interjection.

Item Stem Characteristics: The item stem will direct the student to select the statement that gives a correct characteristic or definition of an interjection.

Distracter Characteristics: The distracters will consist of characteristics or definitions of other word form classes and other function words.

Example:

00. **Directions:** Select the correct response.

Stimulus: An interjection:

Responses:

A. is a name word.

B. shows strong emotion.

C. shows action.

D. is a describing word.

correct response: B

PERFORMANCE INDICATOR 9.2.1.1

GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.2.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, Second Course. John E. Warriner and Sheila Laws Graham. Harcourt Brace Jovanovich. Heritage Ed.

OTHER RESOURCES:

Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, DeLancey, Hamilton, and Howard. Random House. Book 8.
San Marcos High School Basic Skills Booklets. Unit 3.0, Basic Skills I.
English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brac Jovanovich, Inc.
Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students can take turns orally naming an interjection and the correct punctuation that would follow it.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.2 Function Words

Skill: 9.2.1 Understanding the characteristics and definitions of interjections, prepositions, and conjunctions.

Performance Indicator: 9.2.1.2 The student will learn the characteristics and definition of the preposition.

Performance Mode: Given four statements, the student will select the one that gives a characteristic or a definition of a preposition.

Item Stem Characteristics: The item stem will direct the student to select the statement that gives a correct characteristic or definition of a preposition.

Distracter Characteristics: The distracters will consist of characteristics or definitions of other word form classes and other function words.

Example:

00. Directions: Select the correct response.

Stimulus: A preposition:

Responses:

A. always has an object.

B. is a naming word.

C. shows state of being.

(A) D. is a describing word.

PERFORMANCE INDICATOR 9.2.1.2

GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.2.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, second course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Ed.

OTHER RESOURCES:

Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 8.
San Marcos High School Basic Skills Booklet. Unit 3.0. Basic Skills I.
English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students can demonstrate the prepositions which show direction, location, or position.

Examples: above, against, along, around, behind, below, etc.

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.2 Function Words

Skill: 9.2.1 Understanding the characteristics and definitions of interjections, prepositions, and conjunctions.

Performance Indicator: 9.2.1.3 The student will learn the characteristics and definition of the preposition.

Performance Mode: Given four statements, the student will select the one that gives a characteristic or a definition of a coordinating conjunction and/or a subordinating conjunction.

Item Stem Characteristics: The item stem will direct the student to select the statement that gives a correct characteristic or definition of a coordinating and/or subordinating conjunction.

Distracter Characteristics: The distracters will consist of characteristics or definitions of other word form classes and other function words.

Example:

00. Directions: Select the correct response.

Stimulus: A conjunction:

Responses:

A. is a joining word.

B. is a describing word.

C. is a naming word.

D. shows state of being.

(A)

PERFORMANCE INDICATOR 9.2.1.3

GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.2.3

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, second course. Warriner and Graham, Harcourt Brace Jovanovich. Heritage Ed.

OTHER RESOURCES:

Scholastic Grammar and Composition, Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House, Book 8.
San Marcos High School Basic Skills Booklets. Unit 3.0. Basic Skills I.
English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students can give examples of conjunctions joining words, conjunctions joining groups of words, and conjunctions joining parts of compound sentences.

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.2 - Function Words

Skill: 9.2.2 - Identifying interjections, prepositions, and conjunctions

Performance Indicator: 9.2.2.1 - The student will identify interjections in a given context.

Performance Mode: Given four sentences, the student will select the sentence that contains an interjection.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains an interjection.

Distracter Characteristics: The distracters will consist of sentences that do not contain interjections.

Example:

00. Directions: Select the sentence that contains an interjection.

Stimulus:

Responses:

A. Ouch! That hurts!

B. I dropped the eggs.

C. What a pretty dress!

D. Did you see it?

correct response: A

PERFORMANCE INDICATOR 9.2.2.1

GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.1.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, second course. John E. Warriner and Sheila Laws Graham. Harcourt Brace Jovanovich. Heritage Ed.

OTHER RESOURCES:

Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 8.
San Marcos High School Basic Skills Booklets. Unit 3.0, Basic Skills I.
English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can take turns orally naming an interjection and the correct punctuation that would follow it.
2. Students can be given sentences containing interjections. They can identify the interjection and use the correct punctuation following the interjection.
3. Have students write short "Reader's Theater" scripts using as many interjections as possible. Then read the scripts orally in class, using proper emphasis and stress where necessary.

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 Linguistic Components

Skill Area: 9.2 Function Words

Skill: 9.2.2 Identifying interjections, prepositions, and conjunctions

Performance Indicator: 9.2.2.2 The student will identify prepositions in a given context.

Performance Mode: Given four sentences, the student will select the sentence that contains a preposition.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains a preposition.

Distracter Characteristics: The distracters will consist of sentences that do not contain prepositions.

Example:

00. Directions: Select the sentence that contains a preposition.

Stimulus:

Responses:

A. She went to the store.

B. The baby is hungry.

C. The boy went home.

D. The man is angry.

(A)

PERFORMANCE INDICATOR 9.2.2.2

GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.1.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, second course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Ed.

OTHER RESOURCES:

Scholastic Grammar and Composition. Scholastic Magazine, Inc.
Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 8.
San Marcos High School Basic Skills Booklets. Unit 3.0. Basic Skills I.
English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can demonstrate the prepositions which show direction, location, or position.

   Examples: above, against, along, around, behind, below, etc.

2. Students can identify prepositions in given sentences.
3. Students can write their own sentences using as many prepositions as possible.

Common X

Minimum ______

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 Linguistic Components

Skill Area: 9.2 Function Words

Skill: 9.2.2 Identifying interjections, prepositions, and conjunctions

Performance Indicator: 9.2.2.3 The student will identify conjunctions in a given context.

Performance Mode: Given four sentences, the student will select the sentence that contains a coordinating or a subordinating conjunction.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains a coordinating or a subordinating conjunction.

Distracter Characteristics: The distracters will consist of sentences that do not contain a conjunction.

Example:

00. Directions: Select the sentence that contains a conjunction.

Stimulus:

Responses:

A. John and Mary are friends.

B. I like ice cream.

C. The boys are too loud.

D. The baby is crying again.

PERFORMANCE INDICATOR 9.2.2.3

GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.2.1.3

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, second course. Warriner and Graham, Harcourt Brace Jovanovich.

OTHER RESOURCES:

Scholastic Grammar and Composition, Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, Delancey, Hamilton and Howard, Random House, Book 8.
San Marcos High School Basic Skills Booklets. Unit 3.0. Basic Skills I.
English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
Warriner's English Grammar and Composition, other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can give examples of conjunctions joining words, conjunctions joining groups of words, and conjunctions joining parts of compound sentences.
2. Students can identify conjunctions in given sentences. They should be able to discriminate between coordinating conjunctions and subordinating conjunctions.
3. Have students write sentences containing coordinating and subordinating conjunctions.

Common ___X___

Item Specification

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 Linguistic Components

Skill Area: 9.3 Pronoun System

Skill: 9.3.1 Using the personal pronoun correctly

Performance Indicator: 9.3.1.1 The student will identify personal pronouns.

Performance Mode: Given a sentence that has a personal pronoun, the student will identify the word that is a personal pronoun.

Item Stem Characteristics: The item stem will direct the student to select the word that is a personal pronoun in the given sentence.

Distracter Characteristics: The distracters will consist of other words in the given sentence that are not personal pronouns.

Example:

00. Directions: Select the word in the sentence that is a personal pronoun.

Stimulus: She is a friend.

Responses:

A. She

B. is

C. a

D. friend

(A)

PERFORMANCE INDICATOR 9.3.1.1

GRADE 8

GRADES TAUGHT: 8-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.1.2, 9.3.1.3, 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, second course. Warriner and Graham, Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

Scholastic Grammar and Composition, Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, Delancey, Hamilton and Howard. Random House, Book 8.
San Marcos High School Basic Skills Booklet. Unit 3.0. Basic Skills I.
English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
Modern English in Action. Henry I. Christ. D. C. Heath and Company. Level 8.
The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich. Level 8.
Warriner's English Grammar and Composition, all levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can identify personal pronouns in a given context.

2. Students can use personal pronouns in their own writing.

3. Students can be given sentences with nouns. They can rewrite the sentences using personal pronouns in place of the nouns.

Common X

Minimum ____________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 Linguistic Components

Skill Area: 9.3 Pronoun System

Skill: 9.3.1 Using the personal pronoun correctly

Performance Indicator: 9.3.1.2 The student will use proper nominative forms.

Performance Mode: Given a sentence with one word deleted and four choices, the student will select the correct nominative case pronoun to fill in the blank.

Item Stem Characteristics: The item stem will direct the student to select the nominative case pronoun that would make the given sentence correct.

Distracter Characteristics: The distracters will be pronouns that are not the correct nominative form.

Example:

00. Directions: Select the pronoun that correctly completes the sentence.

Stimulus: _______ and Joan went home.

Responses:

A. He

B. Them

C. Me

D. Her

(A)

PERFORMANCE INDICATOR 9.3.1.2

GRADE 8

GRADES TAUGHT: 8-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.1.1, 9.3.1.3, 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Second Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, DeLancey, Hamilton, and Howard. Random House. Book 8.
San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II.
Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Company.
Sentence Improvement. Moore. Houghton Mifflin Company.
Mastering Essential English Skills. Reynolds, Street, Guillory. Laidlaw Brothers.
The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich.
Warriner's English Grammar and Composition. All levels.

SUGGESTIONS FOR IMPLEMENTATION:

Pronoun usage errors occur most frequently with compound subjects. Have students test the pronoun by itself with the verb.

Example:

Lois and _____ study.
I study or Me study.
Lois and I study.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.3 - Pronoun System

Skill: 9.3.1 - Using the personal pronoun correctly

Performance Indicator: 9.3.1.3 - The student will use proper objective forms.

Performance Mode: Given a sentence with one word deleted and four choices, the student will select the correct objective case pronoun to fill in the blank.

Item Stem Characteristics: The item stem will direct the student to select the objective case pronoun that would make the given sentence correct.

Distracter Characteristics: The distracters will be pronouns that are not the correct objective form.

Example:

00. Directions: Select the pronoun that correctly completes the sentence.

Stimulus: The hot chocolate burned Gail and ______________.

Responses:

A. her

B. I

C. we

D. they

correct response: A

PERFORMANCE INDICATOR 9.3.1.3
GRADE 8

GRADES TAUGHT: 8-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.1.1, 9.3.1.2, 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Second Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, DeLancey, Hamilton and Howard. Random House. Book 8.
San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II.
Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Company.
Sentence Improvement. Moore. Houghton Mifflin Company.
Mastering Essential English Skills. Reynolds, Street, Guillory. Laidlaw Brothers.
The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich.
Warriner's English Grammar and Composition. All levels.

SUGGESTIONS FOR IMPLEMENTATION:

Most errors in the use of the objective case occur when the object is compound. To avoid these errors, try each pronoun separately with the verb.

Example:

The representative met Tom and _____.
The representative met she or the representative met her.
The representative met Tom and her.

Item Specification

Commom X
Minimum ____

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.3 Pronoun System

Skill: 9.3.1 Using the personal pronoun correctly

Performance Indicator: 9.3.1.4 The student will use proper possessive forms.

Performance Mode: Given a sentence with four words underlined, the student will select the underlined word that is a possessive pronoun.

Item Stem Characteristics: The item stem will direct the student to select the underlined word that is a possessive pronoun.

Distracter Characteristics: The distracters will be words that are not possessive pronouns.

Example:

00. Directions: Select the underlined word that is a possessive pronoun.

Stimulus: $\underset{A}{\underline{\text{John's}}}$ $\underset{B}{\underline{\text{car}}}$ is $\underset{C}{\underline{\text{his}}}$ pride $\underset{D}{\underline{\text{and}}}$ joy.

Responses:

A. John's

B. car

C. his

D. and

(C)

PERFORMANCE INDICATOR 9.3.1.4

GRADE 8

GRADES TAUGHT: 8-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.1.1, 9.3.1.3, 9.3.1.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. second course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, DeLancey, Hamilton, and Howard. Random House. Book 8.
San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II
Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Company.
Sentence Improvement. Moore. Houghton Mifflin Company.
Mastering Essential English Skills. Reynolds, Street, Guillory. Laidlaw Brothers.
The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich.
Warriner's English Grammar and Composition. All levels.

SUGGESTIONS FOR IMPLEMENTATION:

The most common errors with possessive pronouns are made with these two words: "its" and "whose."

Remind students that "it's" and "who's" are contractions and not possessive pronouns.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.4 Verb System

Skill: 9.4.1 Understanding the basic elements of the verb system

Performance Indicator: 9.4.1.1 The student will identify verb phrases.

Performance Mode: Given four sentences, the student will select the sentence that contains a verb phrase.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains a verb phrase.

Distracter Characteristics: The distracters will consist of sentences that do not contain a verb phrase.

Example:

00. Directions: Select the sentence that contains a verb phrase.

Stimulus:

Responses:

A. I went to work.

B. She is going to school.

C. I brought a pencil.

D. He broke his arm.

(B)

PERFORMANCE INDICATOR 9.4.1.1

GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: None

TEXTBOOK REFERENCES:

Warriner's Grammar and Composition. Second course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
Enjoying English. Wolfe, DeLancey, Hamilton, and Howard. Random House. Book 8.
San Marcos High School Basic Skills Booklets. Unit 3.0. Basic Skills I.
English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Company.
Warriner's Grammar and Composition. other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can be given sentences with one-word verbs. They can expand these verbs into verb phrases by adding helping verbs.
2. Students can identify verb phrases in sentences.

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.4 Verb System

Skill: 9.4.1 Understanding the basic elements of the verb system

Performance Indicator: 9.4.1.2 The student will learn that the past participle must have the correct auxiliary.

Performance Mode: Teacher observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 9.4.1.2
GRADE 8

GRADES TAUGHT: 7-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.4.1.3

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. second course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
2. Enjoying English. Wolfe, DeLancey, Hamilton, and Howard. Random House. Book 8.
3. Building English Skills. McDougal, Littell, and Company. Yellow level.
4. San Marcos High School Basic Skills Booklets. Unit 4.0. Basic Skills II.
5. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
6. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
7. Warriner's English Grammar and Composition. other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Regular verbs will form the past participle by adding "ed" and "d." Irregular verbs will form the past participle in some other way. Students should be given practice using the past participle forms of the irregular verbs listed in Warriner's. Students can write their own sentences using the past and past participle forms of specified verbs.

Commom ________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.4 Verb System

Skill: 9.4.1 Understanding the basic elements of the verb system

Performance Indicator: 9.4.1.3 The student will correctly use the past and the past participle forms of a selected list of irregular verbs.

Performance Mode: Given four sentences, the student will select the sentence that does not use the past or past participle form of the verb correctly.

Item Stem Characteristics: The item stem will direct the student to select the sentence that does not use the verb correctly.

Distracter Characteristics: The distracters will be sentences that do have correct verb forms.

Example:

00. Directions: Select the sentence that does not have the correct verb form.

Stimulus:

Responses:

A. She seen him.

B. He saw her.

C. She has eaten already.

D. I knew the answer.

(A)

PERFORMANCE INDICATOR 9.4.1.3
GRADE 8

GRADES TAUGHT: 6-8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.4.1.3

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. second course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
2. Enjoying English. Wolfe, DeLancey, Hamilton, and Howard. Random House. Book 8.
3. Building English Skills. McDougal, Littell, and Company. Yellow level.
4. San Marcos High School Basic Skills Booklets. Unit 4.0. Basic Skills II.
5. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich, Inc.
6. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
7. Warriner's English Grammar and Composition. other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Regular verbs will form the past participle by adding "ed" and "d." Irregular verbs will form the past participle in some other way. Students should be given practice using the past participle forms of the irregular verbs listed in Warriner's. Students can write their own sentences using the past and past participle forms of specified verbs.

Item Specification

Commom ________

Minimum X

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.6 - Usage

Skill: 9.6.1 - Making the subject and verb agree

Performance Indicator: 9.6.1.2 - The student will make compound noun subject and verb agree in basic sentences.

Performance Mode: Given four sentences the student will select the sentence that does NOT have agreement between the verb and the compound subject.

Item Stem Characteristics: The item stem will direct the student to select the sentence that does NOT have agreement between the verb and the compound subject.

Distracter Characteristics: The distracters consist of sentences that do have have agreement between the verb and the compound subject.

Example:

00. Directions: Select the sentence that does NOT have agreement between the subject and the verb.

Stimulus:

Responses:

A. Mary and John are here.

B. The dog and the cat has fleas.

C. Bob and Marsha went home.

D. Jan or Betty eats here.

Correct Response B

PERFORMANCE INDICATOR 9.6.1.2

GRADE 8

GRADES TAUGHT: 4 - 8

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. First Course. Warriner and Graham. Harcourt, Brace, Jonanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 1.
2. Enjoying English. Wolfe, Delancey, Hamilton and Howard. Random House. Book 7.
3. Building English Skills. McDougal, Littell & Company. Purple level.
4. Mastering Essential English Skills. Reynolds, Steet, and Guillory. Laidlaw Brothers.
5. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
6. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students should be given practice exercises for each of the following situations:
1) Subjects joined by "and"
2) Subjects joined by "or" or "nor."

Most errors occur in the second category. Be sure that students understand that the verb agrees with the nearer subject when a singular subject and a plural subject as joined by "or" or "nor."

Common X

Minimum ________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.6 Usage

Skill: 9.6.2 Making the pronoun and antecedent agree

Performance Indicator: 9.6.2.1 The student will make personal pronouns and antecedents agree in selected sentences.

Performance Mode: Given four sentences with pronouns and antecedents, the student will select the sentence in which the pronoun and antecedent do not agree.

Item Stem Characteristics: The item stem will direct the student to select the sentence in which the pronoun and antecedent do not agree.

Distracter Characteristics: The distracters will be sentences in which the pronoun and antecedent do agree.

Example:

00. Directions: Select the sentence in which the pronoun and its antecedent do NOT agree.

Stimulus:

Responses:

A. The dog buried its bone.

B. The girl brought her dress.

C. The man ate his dinner.

D. The lady loved its children.

(D)

PERFORMANCE INDICATOR 9.6.2.1

GRADE 8

GRADES TAUGHT: 8-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.1.1, 9.3.1.2, 9.3.1.3, 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Second Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
2. Enjoying English. Wolfe, DeLancey, Hamilton, and Howard. Random House. Book 8.
3. San Marcos High School Basic Skills Booklets. Unit 3.0. Basic Skills II.
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
5. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
6. Sentence Improvement. Malcolm Moore. Houghton Mifflin Co.
7. Mastering Essential English Skills. Reynolds, Street, and Guillory. Laidlaw Brothers.
8. Warriner's English Grammar and Composition. other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students can be given sentences with a pronoun deleted. The student must find the antecedent for each blank in the sentence, then write a pronoun that will agree with its antecedent.

Common __x__

Minimum ______

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.6 - Usage

Skill: 9.6.4 - Forming possessives

Performance Indicator: 9.6.4.1 - The student will form the possessive form of singular and plural nouns.

Performance Mode: Given a sentence with a noun deleted, the student will select the correct possessive case of the word from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct possessive form of the deleted noun.

Distracter Characteristics: The distracters will be incorrect forms.

Example:

00. Directions: Select the word with the correct possessive form to fill in the blank.

Stimulus:

This is ____________ desk.

Responses:

A. Mary's

B. Marys'

C. Marys

D. Maryes

Correct Response (A)

PERFORMANCE INDICATOR 9.6.4.1

GRADE 8

GRADES TAUGHT: 6-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.8

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. second course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House Book 8.
3. Building English Skills. McDougal, Littell & Company. purple or blue level.
4. Warriner's English Grammar and Composition. other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students will need a lot of practice in forming the possessive case of nouns.

1) Students can be given singular and plural nouns. They should write the plural form and use it correctly in a sentence.

2) Remind students that when forming the possessive case of plural noun not ending in "s," they should add an apostrophe and an "s."

Common ____X____

Minimum __________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 8

Strand: 9.0 -LINGUISTIC COMPONENTS

Skill Area: 9.6 - Usage

Skill: 9.6.4 - Forming possessives

Performance Indicator: 9.6.4.2 - The student will form the possessive of indefinite pronouns.

Performance Mode: Given a sentence with an indefinite pronoun deleted, the student will select the correct possessive case of the word from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct possessive form of the deleted pronouns.

Distracter Characteristics: The distracters will be incorrect forms.

Example:

00. Directions: Select the word with the correct possessive form to fill in the blank.

Stimulus:

This is ____________________desk.

Responses:

A. someones'

B. someones

C. someone's

D. someones's

Correct Response (C)

PERFORMANCE INDICATOR 9.6.4.2

GRADE 8

GRADES TAUGHT: 6-9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.8

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. second course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 2.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 8.
3. Building English Skills. McDougal, Littell & Company, purple or blue level.
4. Warriner's English Grammar and Composition. other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Indefinite pronouns in the possessive case require an apostrophe and "s."

Remind students that possessive personal pronouns do not require an apostrophe.